May 26, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information: Howard J. Carroll

May 26, 1965

(The following is a statement by Dr. William G. Carr, executive secretary of the National Education Association, in response to request for comment on reports that hundreds of Negro teachers in the South are being displaced as their school districts begin desegregating under provisions of the Civil Rights Act of 1964.)

The National Education Association deplores the dismissal of Negro teachers as the result of racial discrimination in the process of transferring Negro students to formerly all-white schools.

The best practice of the teaching profession calls for the most competent available educator in every professional position. The NEA, as always, is opposed to the dismissal of competent teachers, Negro or white. The Association has a long record of defending teachers who have been dismissed for reasons unrelated to their competence.

In the event that Negro teachers are removed from their teaching posts because of racial discrimination, the NEA will assist them to locate teaching positions by the registration of such displaced teachers and making the register available to school boards throughout the United States.

Presently, in Virginia, seven Negro teachers dismissed last year because their school was integrated are being aided by the NEA DuShane Defense Fund.

Likewise, in North Carolina, Mrs. Willa C. Johnson, a Negro teacher of English for 12 years in the T. S. Inborden High School, Enfield, N. C., is also being supported by NEA funds. She was dismissed in April, 1964 allegedly for aiding her husband who had filed as a candidate for town commissioner and for the efforts of the couple to register Negro citizens for voting.

The NEA Defense Fund will continue to be available for teachers who have been improperly dismissed.

# # #

May 21, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
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For Further Information:
Howard J. Carroll or Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

NEA To Assist Oklahoma Teachers
Who Seek Jobs Outside of State

WASHINGTON, D. C., May 21--The National Education Association announced today that a list of teacher vacancies in 36 states--which pay higher salaries than Oklahoma--will be made available to Oklahoma teachers who are seeking teaching posts outside the state.

At the same time, five relocation centers opened today in Oklahoma where teacher applicants can obtain information on out-of-state positions for the new school year beginning in September.

The NEA, at the request of the Oklahoma Education Association, imposed national sanctions on Oklahoma on May 11 in protest to "subminimal" educational conditions in the state.

The relocation centers are located in Oklahoma City, Tulsa, Enid, Muskogee and Lawton.

OEA officials predict that hundreds of Oklahoma teachers will look for teaching positions for the 1965-66 school year in states with improved salary conditions.

Oklahoma teachers who wish to leave the state for one of the 36 better paying states can obtain applications at any of the Oklahoma relocation centers. Their applications will be forwarded to NEA headquarters in Washington.

The NEA's Professional Rights and Responsibilities Commission will serve as a "clearinghouse" for the Oklahoma teacher applicants. The Commission has asked all

(More)

local affiliates in the 36 states which rank above Oklahoma in teacher salaries to list their teacher vacancies for the new school year.

Some 200 requests for Oklahoma teachers have been received by the Commission from New York, California, Vermont and Illinois.

The average salary of an Oklahoma classroom teacher this year is $5,160, more than $1,000 under the national average of $6,235. Oklahoma ranks 37th among the states in average teacher salaries. There are some 22,000 teachers in Oklahoma of which 16,625 are members of the NEA.

In addition, academic ranking of teachers in Oklahoma is the highest in the nation, with 99.7 per cent having a bachelor's degree and 37 per cent a master's.

The NEA, in imposing sanctions, said it will provide for "assistance to OEA-NEA members presently employed in Oklahoma who desire to leave the state for educational employment under more favorable circumstances."

The PR&R Commission, after a statewide study of Oklahoma schools earlier this year, charged the state's schools were "subminimal"...in almost every area of the school program." The Commission cited deficiencies in school buildings, maintenance, health and safety standards, textbooks and teaching aids, libraries, special education facilities, counseling, teaching modes, and other provisions basic to an effective educational program.

Statewide sanctions were put into effect in only one other state, Utah, just a year ago. The sanctions in Utah were lifted last March after the governor and the legislature approved a school bill providing an increase of $25 million for elementary and secondary public schools.

# # #

5/21/65

May 19, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
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New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel

5/19/65

FOR IMMEDIATE RELEASE

Teachers Advised to Refuse
Assignments Unless Qualified

WASHINGTON, D. C.--Teachers should refuse to teach classes for which they are not qualified, "except in the most extenuating circumstances."

The suggestion is one of a series made by the National Commission on Teacher Education and Professional Standards (NCTEPS). The suggestions are the result of a year-long study by a special NCTEPS committee on the mis-assignment of teachers.

While square pegs don't fit round holes, the report indicates that all too often school teachers are assigned to teach subjects in which they are inadequately prepared, or at grade levels for which they have not prepared, or in schools not suited to their temperaments or cultural backgrounds.

Other recommendations:

- Local school officials have the responsibility to make the proper assignments based on written personnel policies and adequate information about the preparation and talents of each teacher in the system and each prospective teacher.
- State departments of education have the responsibility to establish and enforce certification requirements, and through accurate records be able to detect and remedy mis-assignment problems.
- National, state and local education associations have the responsibility to provide, on their various levels, what advice, leadership, and investigative measures are necessary to improve assignment practices in the schools.

In a foreword to a published summary of the full report, Don Davies, NCTEPS executive secretary, notes that the problem will not be solved by buck passing or stone throwing and calls upon all in the teaching profession to accept the problem as "mine and ours, rather than his and theirs.

(More)

"Our most earnest claims to professional status are undermined," Davies writes, "if anyone can be assigned to teach almost anything; if a history major who has six college credits in chemistry can become a chemistry teacher overnight, or if a high school physical education teacher can take over a first grade without any preparation in the teaching of reading, or if a new teacher who is from a socially and racially homogenous suburban community and who has a low tolerance for cultural and attitudinal differences is assigned to a school characterized by cultural and racial differences and tensions."

The shortage of qualified teachers is one factor which often contributes to mis-assignment of teachers. Other factors noted by the committee are the competition between other professions and the schools for the services of talented individuals; competition among schools themselves for these individuals; conflicting social and intellectual goals of various school districts, which often impose impossible tasks on teacher preparation programs; the lag between curriculum changes suggested by colleges and universities and other agencies and adoption of their proposals; conflicting needs of urban and rural schools; new developments in school organization and technology, and failure in some places to achieve school district consolidation and reorganization.

5/19/65

May 4, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies a[illegible]ons of those dep[illegible]unless set by res[illegible]

ALICE MORTON
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For Further Information:
Howard J. Carroll or Rita Dershowitz

FOR RELEASE: P.M. Papers
May 4

C. R. Carpenter To Head
Association For Higher Education

WASHINGTON, D. C., May 4--C. R. Carpenter, currently professor at the University of North Carolina, Chapel Hill, has been elected president of the Association for Higher Education according to an announcement by G. Kerry Smith, AHE executive secretary.

Prof. Carpenter, who is a Ford Foundation Distinguished Visiting Professor of Behavioral Sciences at North Carolina on leave from Pennsylvania State University, was elected for a one-year term. He will head the 21,500-member Association, the college and university department of the National Education Association.

The new vice-president, and president-elect, of AHE is Stephen J. Wright, president of Fisk University, Nashville, Tenn. Dr. Wright will be the first Negro to hold the highest position in the Association.

Named to the Association's executive committee were three new members, who will serve for three years: Joseph P. Cosand, president of The Junior College District of St. Louis, Mo.; Melvene D. Hardee, professor of higher education at Florida State University; and Morris T. Keeton, professor of philosophy and religion, Antioch College, Ohio.

This election is the first to be held under the Association's new constitution. Members of the Association for Higher Education are college and university teaching and administrative personnel in public and private institutions throughout the 50 states and 24 foreign countries.

Carpenter succeeds E. K. Fretwell, Jr., dean for academic development at The City University of New York.

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4/30/65

May 3, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
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May 1965

SCHOOL NEWS
TIPSHEET

NOTE TO EDITORS: TIPSHEET is a monthly service of the National Education Association's Division of Press, Radio, and Television Relations. Its purpose is to offer suggestions for local school stories.

MAY DATES WITH SCHOOL ANGLES--

Some schools will have special observances for:

May 2-9 --National Music Week, sponsored by National Federation of Music Clubs, Suite 1215, 600 So. Michigan Ave., Chicago 5, Ill.

May 4 --Horace Mann's Birthday, Father of the American free public-school system, born 1796.

May 15 --Armed Forces Day, designated August 31, 1949, by the Defense Secretary, replacing Army, Navy, and Air Force days. Always the third Saturday in May.

# # #

1. FEDERAL FUNDS FLOW

With passage of President Johnson's $1.3 billion federal aid program, and the rapid development of Project Head Start under the poverty program, school districts across the country are working on new educational projects to be financed with federal funds. In order to qualify for money under the aid-to-education bill, educators are gathering information on programs or studies dealing with education of disadvantaged children; surveying the needs of the community in regard to library resources, textbooks, instructional material; and investigating new techniques and ideas in teaching, learning, and school activities, with "supplementary educational services and centers" in mind. Over 2000 communities have already submitted plans to the Project Head Start office for programs that would operate this summer. The summer projects will consist of eight-week sessions for preschool children, and 90 colleges and universities have agreed to conduct training for Project Head Start teachers through their extension services.

(More)

2. TEACHERS IN POLITICS

From April 30 to May 2, the National Education Association held its third Political Clinic for Teachers, an orientation to the political channels through which teachers can have an influence in their local community. The theme of the clinic, and of the NEA Citizenship Committee, is "every teacher an active political citizen." The clinic was held in Scottsdale, Arizona, but many other local education associations have done work along this line. A story about individual teachers or teachers associations in politics in your area might be interesting.

3. EDUCATION FOR WOMEN

An article in the May NEA Journal claims that high schools have to prepare girls for roles as both homemakers and wage-earners. Statistics indicate that about 6 percent of all American 16-year old girls and 25 percent of all 18-year old girls are married. This poses problems for the high school in terms of how to treat its married students and how to prepare the young brides for their almost inevitable dual role in the home and in business. What are the policies of your local high schools in regard to married students, and what provision is there for educating the working wife?

4. EDUCATIONAL MEETINGS

May 9-11 --Annual conference of Association for Educational Data Systems, Seville Hotel, Miami Beach, Fla.

May 16-19 --National Congress of Parents and Teachers, Albuquerque, New Mexico.

# # #

5/3/65

May 2, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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For Further Information:
Beatrice M. Gudridge or Tom Hawkins

FOR RELEASE TO: AM Papers Sunday, May 2

Ford Foundation Grant of $750,000
Goes to NEA Secondary Principals

WASHINGTON, D.C., May 2--The Ford Foundation today announced a $750,000 grant to the National Association of Secondary-School Principals to train future principals who can help reeducate teachers in schools retooled for modern education.

The grant will be used to carry on an Administrative Internship Project started two years ago by NASSP, which is a department of the National Education Association. Under the internship project, candidates for advanced degrees in secondary school administration work alongside talented principals in pace-setting junior and senior high schools all over the country.

"Under the new federal education act hundreds of millions of dollars will be spent on public schools, but money alone is not enough," declared Dr. J. Lloyd Trump, NASSP associate secretary and director of the internship project. "We have educational television, language laboratories, and teaching machines, but these aids do not automatically guarantee better schools. In some schools, in fact, the aids are not even used. We must change our methods of instruction quickly, or we will simply be paying more for the same old product."

"What we need," Dr. Trump believes, "are principals who spend more time in helping teachers on the job learn how to use these new devices. Today's principals are forced to spend too much time in administrative routine rather than on instructional improvement."

(More)

Some points on how the program works:

• The interns work for one year alongside experienced principals in the nation's leading junior and senior high schools.

• Participating universities and the project staff supervise the program to make sure that the internships are primarily concerned with changing and improving instruction.

• Major financial support for the Internship Project comes from the co-operating school systems. There are now 41 interns working fulltime in schools under supervision of 23 universities.

• The new Ford Foundation grant will permit expansion of the program over the next three years to include approximately 300 interns in about 100 schools under supervision of some 40 universities.

• Fifty-five interns have participated in the project since it started. Many of the interns in the first year are now successful principals.

• Two new part-time staff members are being added to the project, Ellsworth Tompkins, NASSP executive secretary announced after the Ford grant became known. They are David W. Beggs, III, assistant professor, division of administration, School of Education, Indiana University, and Terrance E. Hatch, associate professor and head of secondary education, Utah State University. They join J. Paul Anderson, associate professor of education, University of Maryland, who has been an associate director since the project began.

# # #

4/27/65

May 2, 1965

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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Teachers at Arizona Clinic Write
Themselves Primer on Political ABCs

SCOTTSDALE, ARIZ., May 2--In a three-day clinic here, 300 teachers from 14 states wrote themselves a primer of political A-B-Cs. Now they're going home to practice what they preached.

Among their mentors at the Arizona Political Clinic for Teachers were Rep. Morris K. Udall, (D-Ariz.); Executive Secretary William G. Carr of the National Education Association; and Superintendent Marion Donaldson of the Amphitheater School District, Ariz., who served as chairman. Third in a series, the Arizona Clinic was sponsored by the Arizona Education Association and the Citizenship Committee of the National Education Association.

Five other sponsoring state education associations--California, Colorado, Nevada, New Mexico, and Utah--sent representatives and teams of three to five members from local teacher associations in their states. Other states represented were Louisiana, Texas, Tennessee, Arkansas, Oklahoma, Maryland, North Dakota, Kansas, Minnesota, Montana, Florida, New York, Washington, and the District of Columbia.

Why should teachers be active in politics?

Because, said Mr. Donaldson, no area of American life is more completely political than education. School districts are organized and financed on the basis of decisions by the state legislature. School board members stand for

(More)

election and make laws for the school district, determining the amount of taxes you pay. If teachers are to be influential in improving schools, they need to come down from the grandstands and onto the playing field of politics. Besides, he added, we owe our students a good example of citizenship.

Rep. Udall asserted that teachers are "among our best-educated and most sophisticated citizens." Their concern and expertise are urgently needed to help in solving pressing national problems, growing out of the economic, population, and scientific revolutions.

Dr. Carr said that teachers have an obligation to be more than "passengers on the ship of state." Teachers in some places are risking their necks and their jobs to gain the right to vote denied them by intimidation or discrimination. He warned clinic participants not to let their political rights go by default or apathy.

Among the suggestions for heightened political activity which many teams pledged to put into effect back-home were these:

- In planning strategy, focus on a few supremely important objectives--a platform for education in your community and state. Involve teachers of your association in reaching consensus on these objectives. Keep them informed on developments.

- Back candidates for office who support these objectives, but don't feel you "own" a candidate just because you helped elect him. In surveying the field for qualified candidates to run for office, look for a man who's honest, who will listen to you, and who favors your general philosophy.

- Don't forget your man once he gets into office. Furnish him with facts, figures, concrete help that will enable him to make reasonable and practical compromises on legislation.

- Broaden the teachers association interests in politics beyond the narrow confines of education. Concentrate on your field but support other legislation that would result in growth and strength of your community, state, and nation. And when your congressman scores gains in such legislation, let him know you appreciate it.

- Don't fight the community "establishment"--become part of it; act individually and as a group in civic and community betterment drives even if they do not directly involve education.

(More)

- Set up registrars in every school building to ensure that every teacher (and wives and husbands too!) are registered to vote. Encourage members of the association to join in political party work to elect candidates, and to run for office themselves.

- Hold political forums, breakfasts, legislative dinners, coffee hours where legislators and candidates can express their views to all members of the community, not just teachers.

- Plot a political map with knowledgeable teachers spotted in each district who can talk persuasively and intelligently to legislators when they come back home on fence-mending missions.

Pinpointing the popularity of these Political Clinics for Teachers, Chairman Donaldson said the NEA Citizenship Committee had received requests for more to be held in various areas of the country. Receiving serious consideration for the immediate future are clinics for Tennessee, Minnesota, and Oklahoma.

# # #

5/4/65

May 1, 1965

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May 1965

FOR RELEASE TO A.M. PAPERS OF MAY 1

Briefs From the "NEA Journal"

Five-Year Intern Program for Teachers Offers More Work in School Classrooms

WASHINGTON, D. C., May 1--An experimental program at Central Michigan University for students planning to teach has added an extra year to the usual four years of college preparation and an extra phrase to the education vocabulary--"teacher externs."

The Central Michigan program, according to an article in the May "NEA Journal," official magazine of the National Education Association, offers student teachers three terms of classroom experience, rather than the traditional one term. Each term carries successively greater responsibility and salary.

The article was written by three collaborators: Curtis E. Nash, associate dean, School of Education, at Central Michigan, Mt. Pleasant; Roy C. Hanes, coordinator, Teacher Education Program; and Alice Currie Harding, "NEA Journal" staff.

During the first term, these writers say, experience is away from the campus and participants are called "teacher assistants." They observe classroom procedure, assist the regular teacher in preparing materials, and receive about half the salary of a beginning teacher in the school district.

"Teacher externs" is the term for students in the next step in classroom experience. They teach under supervision and receive a salary about 65 percent of that for a beginning teacher.

During the third and last training period, the students are "teacher associates," performing all the regular duties of a teacher but with a reduced load and still under supervision. The pay of an associate teacher is about 80 percent of what a beginning teacher receives.

(More)

The program, begun in 1959, has won praise from the student teachers, their classroom instructors, and education specialists. This year the program received the first of the Distinguished Achievement Awards for Excellence in Teacher Education, granted by the American Association of Colleges for Teacher Education (AACTE).

Most students who have participated in the five-year program which is an alternative, not a substitute for the regular course, are enthusiastic. They report that their on-campus studies have a new significance after they have been in a school and discovered what they need to know in order to be better teachers. And the instructors report that assistance received from the interns more than compensates for the time given to helping them learn how to teach.

# # #

Physical Education Eases the Strains
Of Study, New York Professor Holds

WASHINGTON, D. C., May 1--Physical education is an important part of any school curriculum, and in fact it may be a prerequisite for academic success, according to Charles Bucher, professor of education at New York University.

Writing in the May issue of the National Education Association's "NEA Journal," Bucher declares that physical education classes "help achieve the goal of physical, emotional, and mental well-being for every student," all characteristics which tend to accompany high academic achievement.

"As any experienced teacher knows, academic achievement requires more than intellectual capacity," Bucher noted. "Nonintellectual factors, such as the will to achieve, health, and self-concept, are almost certain to play an important part in a student's ability to achieve academically."

A good school health program will provide several advantages for the student, the article states: In health education classes, students learn about the harmful effects of alcohol, smoking and dangerous drugs, and physical education also aids

emotional development, providing release from tension after long periods of study. In this sense, Bucher concludes, the value of physical education health classes may be greater for educationally subnormal students than for average boys and girls.

# # #

Good Teaching and Text in Technical School
May Lead High School Student to Try College

WASHINGTON, D. C., May 1--A new concept in vocational training--technical high schools which supplement the academic curriculum of the regular high schools--has been successfully implemented in Allegheny County, Pennsylvania.

The area technical high schools are designed primarily to provide new opportunities for boys and girls who are capable of doing highly sophisticated technical work, but who don't expect to continue their education or need some salable skill to finance a major part of their post-high school education, reports Saul Danovitz, director of the Allegheny County Area Technical Schools, Pittsburgh.

The technical schools offer a two-year course for high school juniors and seniors in fields such as electronics, chemical technology, marketing technology, data processing, and computer programming and civic construction.

The students at these technical high schools, according to Danovitz in an article in the May issue of the "NEA Journal," attend only half a day. The other half they spend in their "home schools, from which they eventually receive their graduation diplomas. The technical schools are also available to parochial school students.

The first of the new technical schools was opened in 1961, under funds provided by the newly-passed NDEA legislation. In the past year and a half two more have been established, and a fourth is planned for the near future.

One of the unexpected successes of Allegheny County's technical schools has been an increase in the percentage of college-bound students. Almost a third of the technical high school students enter college on a full-time basis, a greater proportion than expressed any intention of going to college when they first enrolled.

(More)

Ronald Warner, an instructor in auto-diesel technology, explains the phenomenon this way: "When the students first come into my class, they think they're going to get a straight course in auto mechanics. Actually, what they get is a laboratory course in physics. Most of the books I use for reference purposes are college texts with some fairly advanced mathematics and science in them. When a student discovers that he can understand and use this material, he decides that maybe he ought to go further with his education than he planned."

# # #

5/65

Apr 30, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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Howard J. Carroll

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FOR IMMEDIATE RELEASE

Dr. S. J. Knezevich
Joins AASA
As Associate Secretary

WASHINGTON, D. C., April 30--Stephen J. Knezevich, professor of education and head of the Department of Administration, Supervision and Curriculum at Florida State University, Tallahassee, is the new associate secretary of the American Association of School Administrators (AASA).

Dr. Knezevich succeeds Dr. Archibald B. Shaw who leaves the AASA today to become Chairman of the Department of Administration and Higher Education, School of Education, Michigan State University at East Lansing.

Knezevich will take over his new duties here in September. The AASA is a department of the National Education Association (NEA).

He served as a mathematics and science teacher and assistant principal in Algoma, Wis. From 1944 to 1947, Knezevich was superintendent of schools in Spencer, Wis. He was superintendent in the Port Edwards, Wis., schools from 1947 to 1950. From 1951 to 1954, he was associate professor at the University of Tulsa.

Knezevich held subsequent posts of associate professor and professor of education from 1954 to 1961 at the State University of Iowa. He went to Florida State in his present position in 1961.

A member of the AASA Committee for the Advancement of School Administration since 1960, Knezevich has written many articles dealing with school plant planning. His main interests are in public school and educational finance.

(more)

Dr. S. J. Knezevich
Joins AASA
As Associate Secretary

He graduated from Milwaukee public schools and received his Bachelor of Science degree in secondary education from Milwaukee State Teachers College. He took his Master of Science degree and his Ph.D. in school administration from the University of Wisconsin.

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4/30/65

April 28, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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For Further Information:
Howard J. Carroll

FOR IMMEDIATE RELEASE

NEA Asks Teachers To Help Plan Programs In U.S. Aid School Law

WASHINGTON, D. C., April 28--The National Education Association today called on the 850,000 classroom teachers in its ranks to "use their full resources" in helping to develop education programs so that full advantage can be taken of the $1.3 billion federal aid school law.

The NEA's Department of Classroom Teachers, in a statement entitled, "A Call To Action," urged classroom teachers in some 8,700 local teacher associations in all of the 50 states to establish a list of "priority educational programs" before school lets out in June.

"The NEA Department of Classroom Teachers cannot urge too strongly that action be taken--and taken now--because the time is getting short," declared Margaret Stevenson, executive secretary of the Department of Classroom Teachers.

Miss Stevenson pointed out that the elementary and secondary federal education aid measure goes into effect July 1. This does not give teachers much time, she added, to work out new programs before the new term starts in the fall.

It may be necessary, said Miss Stevenson, for associations to consider the possibility of setting up special committees to work during the summer so that implementation of the new school legislation can be accomplished before the opening of school in the 1965-66 school year. Most of the work for devising educational programs will be taking place during the next four months.

(more)

Classroom teachers are urged to work closely with appropriate school officials--superintendents and other school administrators, school boards, and the state education departments--and the community as a whole in formulating and improving educational programs provided in the provisions of the school federal aid measure.

"The primary objective of the call to action campaign is to help teachers exert an immediate and constructive influence in planning local and state programs--through their professional teacher associations--made possible by the new legislation," explained Miss Stevenson.

"This objective is based upon the assumption that those individuals who work most closely with the children--the classroom teachers--should play a major role in assisting in the development and implementation of the many possible programs provided in the school federal aid measure," the DCT executive asserted.

The statement, in noting the broad general acceptance of the school federal aid law, said further:

"Never before in our history has a federal school bill received such wide support from so many. Never before has a President of the United States, the Congress, school leaders--both public and non-public--a multitude of private and public agencies, and the general public given more support to a bill designed to improve elementary and secondary education.

"The President and the Congress have done their job. President Johnson envisions the new school legislation as the capstone of the Great Society. He has stated on numerous occasions that nothing matters more to the future of America than a first class educational system. Much of what happens now depends upon the teachers of America."

Miss Stevenson said the NEA Department of Classroom Teachers is proud to join with Dr. William G. Carr, executive secretary of the NEA, who said recently:

"I am very happy that the National Education Association has been able to give this legislation prompt, unequivocal, and continuous support, and I pledge that the National Education Association will be in the forefront of those who will try to make every dollar

(more)

of the federal money--which is being made available to our schools for the education of all our children--spent in the most productive and fruitful way and for the good of education in our country."

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4/28/65

April 28, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Howard J. Carroll

The following is a statement by Dr. William G. Carr, executive secretary of the National Education Association, who commented on the defeat yesterday of a tax proposal in Oklahoma, which would have provided additional funds for elementary and secondary schools and higher education.

The National Education Association deplores the defeat yesterday in Oklahoma of a tax proposal aimed at providing essential funds to improve conditions in elementary, secondary schools, and in higher education in the state.

This tax proposal had the widespread support of responsible leadership in the state including many legislative leaders, a majority of the business community, the press, governmental, civic and fraternal organizations, and many other prominent citizens.

Contributing heavily to its defeat, however, was the unfortunate combination of organized labor with conservative, anti-tax increase interests, and senior citizens, in vigorously opposing the proposal to improve schools.

The AFL-CIO marshalled the united support of the total organized labor movement in Oklahoma to defeat the measure. The American Federation of Teachers, an affiliate of the AFL-CIO which recently organized in Oklahoma and now has a membership of 300, joined in the effort to defeat the proposal to provide quality education in Oklahoma.

Organized labor has nevertheless intensified its campaign to enlist teachers in Oklahoma and sought to take advantage of the deplorable school conditions which the Oklahoma Education Association, a professional teachers organization, and the NEA are working with great vigor to overcome.

(more)

Rejection of the proposal to improve schools in yesterday's statewide referendum will undoubtedly intensify the resentment and indignation toward a lethargic and apathetic public by Oklahoma's 22,000 teachers who have made great sacrifices in the past by working under substandard teaching conditions at low pay.

A recent investigation of Oklahoma schools by the NEA's Commission on Professional Rights and Responsibilities has clearly demonstrated that Oklahoma schools are sub-minimal in almost every area of the school program. The Commission cited deficiencies in school buildings, maintenance, health and safety standards, textbooks and teaching aids, libraries, special education facilities, counseling, teaching modes and other provisions basic to an effective educational program. The Commission also pointed out the great need to consolidate many of Oklahoma's 11,00 school districts.

The teachers of Oklahoma have exercised great restraint in view of the unsatisfactory school conditions in their state. The request by the Oklahoma Education Association for the PR&R investigation came only after voters last November turned down four petitions to better schools.

Legislative and civic leaders, who backed the tax proposal to provide more funds for schools, should immediately seek other measures during the current session of the legislature to insure additional state funds for Oklahoma public schools.

The National Education Association will support Oklahoma's teachers to the fullest degree. It will make available, at the request of the Oklahoms Education Association, added resources in an effort to provide the best possible education for the schoolchildren of Oklahoma and the best possible working conditions for teachers in the state.

While a majority of the Oklahoma public is apparently unconcerned about a second-rate educational system, the National Education Association, its state and local affiliates across the nation, will continue to press for support of a first-rate educational system in Oklahoma.

# # #

4-28-65

April 26, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

New "Impact" Filmograph Helps
Communities Solve Social Problems

WASHINGTON, D. C., April 26--Communities trying to solve their most urgent problems, with federal funds provided by the Economic Opportunity Act and the recently passed Elementary and Secondary Education Act, will find practical help in a new filmograph produced by the American Association of School Administrators and the National Association for Public School Adult Education, under a Ford Foundation grant.

The "Impact" filmograph, based on the photo-documentary brochure with the same name, identifies symptoms of social ills in today's America. It reveals the violent contrasts existing in the affluent society: extreme poverty in an age of plenty; unemployment in an age of prosperity; changing moral standards in an age of high church attendance. It points out the increasing alienation and isolation of the individual, though he lives in the midst of crowds. It spotlights problems caused by automation, by teenagers in turmoil, by an increasing population of aging men and women, by citizens who shun their voting responsibility, by the 400,000 divorces that take place in this country each year.

Some solutions to these problems, Impact points out, are found in adult education programs offered by the nation's public schools. It describes specific programs in school systems throughout the country, and urges other school systems to try some of the same approaches to solving their communities' problems through the Economic Opportunity Act.

Impact Package, including one print of the 15-min., 16 mm. filmograph, ten copies of the Impact brochure, and four copies of It Can Be Done (a how-to booklet for administrators), now available for $35 from the National Association for Public School Adult Education, 1201 Sixteenth St., N. W., Washington, D. C. 20036.

# # #

4/26/65

April 20, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel or Rita Dershowitz

IMMEDIATE RELEASE

NEA Opens
New Office
In Atlanta

WASHINGTON, D.C., April 19--The National Education Association opened a sixth regional office in Atlanta this month, serving seven states of the deep South.

James H. Williams, who has been a field representative for the Urban Services division of the NEA since January, was appointed director of the new office. Williams is a native of Louisiana and received his education at Arkansas College in Batesville, Ark., and Auburn University in Auburn, Ala.

Before coming to the NEA, he taught English and speech in the Clayton, Ga., schools and served as president of the Department of Classroom Teachers of the Georgia Education Association.

Other offices are located in Boston, Mass., Trenton, N.J. Indianapolis, Ind., St.Paul, Minn., and Burlingame, Calif.

The Atlanta office will serve Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina and Tennessee.

# # #

4/20/65

April 19, 1965

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For Further Information:
Fred Stoffel or Tom Hawkins

4/19/65

FOR IMMEDIATE RELEASE

Driver Education
Summer Classes
Aimed at Profs

WASHINGTON, D. C.--A new plan to provide college professors and instructors with advanced study in driver education was announced today by Norman Key, executive secretary of the National Commission on Safety Education.

A Chrysler Corp. grant of $43,500 to the commission will pay costs of the three-week training courses, which will be offered at six colleges and universities during the summer of 1965.

The schools: Illinois State University, Normal; San Jose State College, San Jose, Calif.; Pennsylvania State University, University Park; University of Kentucky, Lexington; University of Oklahoma, Norman; and University of Wisconsin at Milwaukee.

Twenty participants will be accepted at each institution. Each participant will receive tuition and allowances for room, meals, and travel expense. Applications are now being accepted by the commission (1201 Sixteenth St., N. W., Washington, D. C. 20036).

Of the grant Dr. Key said:

"We feel this will improve the programs of teacher preparation and certification. It is vital that undergraduates who eventually plan to teach driver education in high school receive the very latest in teaching methods from their college instructors. The Chrysler grant will not only provide advanced study for college educators, but also will include refresher courses for safety education supervisors in state and local school systems."

# # #

4/19/65

April 19, 1965

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For Further Information:
Fred Stoffel or Rita Dershowitz

FOR IMMEDIATE RELEASE

Code of Ethics
Unites 1.5 Million
American Teachers

WASHINGTON, D.C.--A new code of ethics for the teaching profession has won the support of nearly all of the nation's two million teachers.

The new code, replacing the fragmented codes to which segments of the profession have adhered in years past, for the first time unites the nation's largest profession behind a single standard of professional practices.

State education associations in every state, the District of Columbia, Puerto Rico, and the Overseas Education Association, have ratified the code, proposed two years ago by the National Education Association.

The last state association ratified the code just this month.

Ratification by the associations, to which 1.5 million teachers in the United States belong, does more than put teachers, alone, behind the ethics code. It puts schools superintendents and principals and staff specialists there, too, for these also are members of the professional associations.

Dr. William G. Carr, executive secretary of the National Education Association, with which the state groups are affiliated, termed the unanimous adoption of the code "a move which will put the united profession well on the path to better schools, better teachers, and better education for the nation's young people."

(More)

The new code, Carr said, "is a testament that teachers will put the children they teach first, measuring every action by the effect it will have on their students."

The code of ethics spells this out in its first principle: "We measure success by the progress of each student toward achievement of his maximum potential." Among the obligations to the student, the teacher is urged to:

--Deal justly and considerately with each student.

--Avoid exploiting his professional relationship with any student.

--Seek constantly to improve learning facilities and opportunities.

In its second principle, the code of ethics lays down a commitment to the community. It advises teachers to:

--Share the responsibility of improving educational opportunities for all.

--Acknowledge the rights of the public in setting educational policy.

--Assume full political and citizenship responsibilities, but keep the classroom atmosphere impartial.

In its third principle, a commitment to the profession, the code pledges teachers to:

--Represent honestly their own professional qualifications.

--Participate in setting policies affecting education.

--Help recruit teachers and then aid new teachers to learn the ropes.

Finally, concerning professional employment practices, the code requires teachers to:

--Apply for a specific job only when it is known to be vacant and neither underbid nor comment adversely about other candidates.

--Accept no gratuities or gifts of significance that might influence his judgment in the exercise of professional duties.

--Engage in no outside employment that will impair the effectiveness of professional service and permit no commercial exploitation of professional position.

4/19/65

April 14 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
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For Further Information:
Fred Stoffel

4/14/65

IMMEDIATE RELEASE

Overseas Teachers, Favoring
Udall Bill, Rap Defense Dept.

WASHINGTON, D. C., April 14--Two officers of the Overseas Education Association (OEA) testified yesterday that passage of the Udall bill would prevent the Defense Department from continuing to operate on a double standard--one standard for itself and another for its employees.

The testimony was offered by Cecil Driver, OEA executive secretary and a teacher in Weisbaden, Germany, and Joseph Crawford, OEA president and a Paris teacher, at a special hearing--prior to scheduled hearings on the bill next month--of the newly-formed Subcommittee on Compensation of the House Committee on Post Office and Civil Service.

Rep. Morris K. Udall (D.-Ariz.) said his interest in the matter was sparked by the OEA.

The Udall bill would pay the teachers in the Defense Department's Overseas Dependents Schools at exactly the same rate as teachers in the District of Columbia. It would amend Public Law 86-91, under which overseas teachers are now paid, in order to do this.

P. L. 86-91, passed in 1959, has been the center of controversy ever since it was passed, and has resulted in two law suits already, plus threats of closed schools in both Europe and the Far East.

Referring to the Defense Department's double standard, Driver said:

"If teachers have a professional responsibility to their students, and a moral and legal obligation to obey all our country's laws--and they certainly do--they have every right to expect the Department of Defense" to do the same.

(More)

So far, Driver testified, the Defense Department has not followed the 1959 law, which took teachers out of classified civil service and required them to be paid "in relation to" what comparable teachers in the United States were paid.

Administrative regulations by the Defense Department itself pegged the salaries of the overseas teachers to the salaries of stateside teachers in cities of over 100,000 population.

The overseas dependents schools employ something like 6,000 teachers in 28 foreign lands to teach the 160,000 children of American servicemen abroad.

But because the Defense Department has insisted that the phrase "in relation to" left the pay schedule up to administrative judgment, the overseas teachers have actually been receiving thousands of dollars a year less than they should, Driver said.

The Udall bill, he said, nails that question down. It leaves no room for administrative judgment, but requires that the D. C. pay schedule be followed, he said.

Pay scales for the overseas teachers, Driver said, now range from $4,535 to $6,315.

Testimony by the National Education Association (NEA), with which the OEA is affiliated, was presented for the record and accepted by the subcommittee. It showed that under the new bill, the salary scale for overseas teachers would range from $5,890 to $10,050.

Dr. Hazel Davis, NEA associate research director, submitted the testimony that the average earnings this year for all overseas teachers was $4,900, compared with an average of $6,235 for all stateside teachers.

She said tying the pay of teachers in the Overseas Dependents Schools to the District of Columbia scale is a sound idea because these are the two largest school systems now being operated under congressional appropriations. Teachers in the Canal Zone are already being paid under the D. C. scale, she said.

(More)

She added that since overseas civilian personnel of the federal government are paid the same salaries as federal employees in Washington, it seems logical to do the same for teachers.

Overseas teachers have already filed two suits seeking the pay they claim under present law. The first--filed jointly by OEA, NEA, and three overseas teachers--sought a court order to force the Defense Department to follow provisions of the law. That suit was dismissed by the Federal District Court and is now under appeal.

The second suit, filed by two overseas teachers in the District Court of Claims, seeks an order on the U. S. Treasurer for back pay for each teacher. But each teacher would have to file a claim in court. OEA initiated the suit and is processing the claims.

Last December, sparked by a "Committee of 10" Paris teachers, a one-day shutdown of the overseas schools was threatened, when teachers from Germany to Japan planned to leave their classrooms and complain to the inspector general at each military base about their pay.

The walkout was averted to allow the Defense Department time to review its payment policies.

# # #

4/14/65

April 9, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
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New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For further information:
Fred Stoffel and Howard Carroll

IMMEDIATE RELEASE

NEA Plans Conference
On Best Use of Federal
Funds for Education

WASHINGTON, D. C., April 9--The National Education Association moved swiftly today and issued a call for a national conference of NEA leaders to lay out a program aimed at making the most effective use of the House-Senate passed $1.3 billion aid to education bill.

Announcement of the conference, planned later this month, came on the heels of today's Senate vote approving the far-reaching elementary and secondary education measure.

Dr. William G. Carr, executive secretary of the NEA, said the conference will deal with "making the most effective use of the additional federal funds for the purposes the President and the Congress had in mind."

Most of the $1.3 billion allocated in the first year under the new law is earmarked for children in schools serving low income families. Slightly more than $1 billion will be distributed to more than 90 percent of the nation's school districts under this phase of the bill.

Grants will be made on the basis of the number of children in families earning less than $2,000 a year, as well as families whose welfare payments exceed $2,000. The grant will amount to one-half the average statewide per pupil expenditure for each child.

# # #

april 5, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
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Howard Carroll

DR. IVAN A. BOOKER
MEMBERSHIP

FOR IMMEDIATE RELEASE

Alabama Negro Educators Seek NEA Help
To Secure Registration, Voting Rights

WASHINGTON, D. C., April 5--Alabama Negro educators have asked the National Education Association to assist them in their efforts to register a higher percentage of teachers in that state.

Representatives of the NEA met with seven Negro educators from the city of Selma, Dallas County, and other sections of Alabama, for a voter rights conference last Friday.

The delegation of Negro teachers said that teachers in various parts of the state are still being denied their rights as citizens to vote, in spite of some recent progress in voter registration.

The NEA earlier expressed concern that some teachers who were active in the voter rights demonstrations might be dismissed or otherwise penalized and pledged to protect the professional and civic rights of these teachers.

The Negro educators reported that only one out of five teachers in Dallas County is registered to vote while the percentage in Selma is three out of five. All of the teachers have bachelor's degrees and many have master's degrees.

Andrew Durgan, president of the Selma Teachers Association, an affiliate of the NEA, cites these reasons for the low voter registration among teachers:

--Some have not attempted to register because of fear--reprisals and intimidation by white authorities.

(More)

--Others have taken voter registration tests and have never been notified of the results by registration officials.

--Some have been told they didn't pass the registration tests--but never are they told why they failed.

--Limited voter registration hours.

The NEA, in a statement, said it "believes that a citizen who is fit to teach is fit to vote" and has stated this position on at least two occasions to its nearly one million members very recently.

"The NEA will assist teachers in any way possible in their efforts to obtain full voting status and calls upon all responsible citizens to support the principle of full voting rights and citizenship for all."

In this connection, the seven Negro representatives presented to the voter rights conference recommendations for eliminating voter registration irregularities. They asked the NEA to:

--Assist local associations in establishing voter instruction clinics for their teachers and citizenship committees.

--Urge local superintendents and school boards to adopt and publicize written policies regarding the rights of teachers to register, vote, and participate in full political activity.

--Encourage adult education programs to remove the illiteracy and other shortcomings which now constitute a barrier to claiming the rights and fulfilling the responsibilities of effective citizenship.

--Encourage white teachers to recognize their responsibilities to help all teachers to secure their voting rights.

--Assist local associations to become more familiar with the concepts of the voting rights bill now before the Congress.

(More)

--Ask school boards to encourage beginning teachers to become registered voters. Teacher training institutes could cooperate with school boards in such a voter registration program.

--Cooperate and work closely with the U. S. Justice Department in bringing to public attention any evidence of voter registration irregularities relating to teachers.

--Urge state departments of education and local school districts to take advantage of any new federal legislation which could provide funds and assistance for remedial education programs, including illiteracy, in impoverished areas.

--Provide general legal assistance to specific cases where there is evidence of voting registration irregularities.

--Assist Alabama teachers in securing a statewide tenure law.

Dr. William G. Carr, NEA executive secretary, said the NEA will consider the recommendations, and after careful study, implement them wherever possible.

The Alabama educators who attended the conference are:

Mrs. Lula Mary Beatty of Fayette, president of the Department of Classroom Teachers, Alabama State Teachers Association (ASTA).

Mrs. C. E. Bozeman of Selma, supervisor of Negro teachers in Dallas County, ASTA vice-president and president of the association's District 8.

Andrew J. Durgan of Selma, teacher in the R. B. Hudson High School and president of the Selma Teachers Association.

Isaiah Fort of Selma, teacher in the Dallas County schools and president of the Dallas County Teachers Association.

Joe L. Reed of Montgomery, acting executive secretary of ASTA.

F. D. Reese, a Selma teacher and president of the Dallas County Voters' League for Negroes.

S. J. Whisenhunt of Anniston, president of ASTA.

# # #

4/5/65

April 5, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
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For Further Information:
Fred Stoffel

FOR RELEASE TO P.M. PAPERS OF MONDAY, APRIL 5, 1965

Education Group
Asks Aid to Vets
Of Peace Corps

WASHINGTON, D.C., April 5--A national organization of educators interested in obtaining more and better teachers for the public schools, today threw out its support to returning veterans of the Peace Corps.

Meeting today in Washington, the National Commission on Teacher Education and Professional Standards (NCTEPS), a unit of the National Education Association, asked its state and local affiliates to "take steps immediately which will make possible the most effective guidance and utilization of returning volunteers."

While recognizing that the preparation, experience and talent of returning Peace Corps teachers may vary widely, NCTEPS pointed out that "they can offer unique things to students...personal knowledge of developing lands and people, experiences with a culture different from our own, and the ability to adapt to change."

These qualities, plus the vitality and interest that impelled the teachers to volunteer in the first place, can be lost to American schools unless American teacher-preparation institutions, state departments of education, and local school districts themselves take a fresh look at what Peace Corps veterans can offer.

"The returning volunteers do not want and should not be given a blank check to teach wherever, whatever, and whenever they wish," the NCTEPS statement said. But it added that each returning volunteer "does want and should have sound advice, programs of preparation and supervision that make sense for him, and an opportunity to continue to serve in a way useful both to him and to society."

(More)

The statement went on to point out a series of "key elements" which should be present in any program to help get Peace Corps veterans into teaching.

Among them:

- Planning should involve colleges which prepare teachers, state departments of education, local school administrators, and professional associations of teachers.
- Returning volunteers should be judged on their individual merits.
- Criteria for judging should include more than college credits. There should be the chance to demonstrate competence not learned from courses but from experience.
- Special programs should be tailored for returning Peace Corps teachers to help them develop the skills they need to teach in the United States.
- Training and salary credit should be given for their teaching experiences in the Peace Corps.
- Experienced classroom teachers should have a chance to help returning volunteers and have a voice in planning the programs for them.

NCTEPS also called upon the Peace Corps to beef up its training program for volunteers who will teach overseas and step up supervision of them once they actually start work. In addition, NCTEPS said, the Peace Corps should provide each returning volunteer with a detailed statement of his assignment which he can show prospective counselors or prospective employers.

"The need is for sound policies and flexible individualized treatment of returning Peace Corps teachers," the statement said. "Shoddy programs and expediency are the enemies of professional and educational progress. Imaginative, responsible planning and action on this problem can achieve higher, not lower, standards for the teaching profession and improve, not degrade, educational opportunities for the nation."

# # #

4/5/65

April 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

For Further Information:
Fred Stoffel or Tom Hawkins

April 1965

FOR RELEASE TO A.M. PAPERS of April 1

Briefs From the "NEA Journal"

Sexual Revolution on Campus?
Prof. Says 'No'; Minister 'Yes'

WASHINGTON, D. C., April 1--Are today's college students really on the road to damnation, or is the lowering of moral standards on the campus more apparent than real?

There's disagreement on the answer. The latest place where it has popped up is in the pages of the "NEA Journal," official magazine of the National Education association, where a California professor and a New York minister have put their disagreement into print.

The minister--Arthur Kinsolving, rector of St. James' Church in New York City--says "there can be no doubt but that there has been a setback in sex morality on American campuses." The professor--Nevit Sanford, education and psychology professor at Stanford--says "there is no sexual revolution taking place on our college campuses today and ... no general decline in student morality."

The minister cites as evidence supporting his viewpoint: "candid revelations" by college officials; expressions of student leaders on challenges to promiscuousness and individual students on campus pregnancies; the experience of a woman judge that more and more able girls join the rifraff in delinquency; the wild beach parties in Florida and California.

He blames today's culture for exuding sex. "History cannot furnish an instance of a population so constantly bombarded by salacious literature and sex propaganda. Indeed, should the trend be stepped up for another decade it could spell the degeneration of our stock and destroy our capacity to meet the unprecedented challenges of leadership in our critical world."

(More)

The professor, however, writes that "professional people are easily led to overestimate the amount of uninhibited sexual behavior on our campuses" because the problem students with which they deal in psychiatric or birth-control clinics are the very ones most likely to "overestimate the number of their peers who are similarly inclined."

Sanford says his own studies over the past 12 years--at an Eastern women's college, a Western private university, and a Western state university--show "no revolutionary change in the rates of premarital intercourse since the 1920s."

Between 2 and 3 female students in 10 are still not virgins on graduation, but the reasons have changed. Today's college girls are no longer "somewhat masochistic people who could be seduced because they felt they had little else to offer," as in the 1920s. Today, most of the non-virgins are involved in serious relationships. "This is change, however, not revolution," he declares.

"The great majority of today's college students are much concerned to make their sexual behavior an integrated part of a love relationship."

# # #

Minds of College
Freshmen Better
As Numbers Grow

WASHINGTON, D. C., April 1--Although increased numbers of freshmen are hitting the college campus, the quality of their minds and work is increasing too.

A. D. Holt, president of the University of Tennessee, Knoxville, explains how things are there.

In the current issue of the "NEA Journal," official magazine of the National Education Association, Holt points out that 2,300 freshmen showed up on the UT campus last fall instead of the 1,000 expected, but that they are better than their predecessors on all counts.

They show up better on entrance examinations in all areas--English, math, natural and social sciences. Their dropout rate is lower. More are enrolling in the competitive honors courses. They're over-running the library, jamming the hard courses and avoiding

(More)

the "crip" courses. They're taking heightened interest in forums on race relations, the Common Market and other serious subjects. Student pranks are on the decrease.

But they're still human, Holt reports. Some still skip homework to watch TV or go on a date; replace more formal garb with leotards and tennis shoes; and eat pizza for breakfast.

But, Holt says, "they are the best-prepared, most studiously inclined, and most mature freshmen our institution has ever had."

Why?

Although plenty of agencies, forces and individuals should get bouquets, perhaps the foremost should be "the improved elementary and high school programs, which are paying rich dividends in terms of better-prepared college freshmen," the university president proclaims.

# # #

1 In 10 Teachers
Feels Unqualified
To Teach Subject

WASHINGTON, D. C., April 1--Of every 10 public school teachers, at least 1 feels he has little business teaching what he is teaching.

And more men than women feel that way, the National Education Association has reported in its official magazine, "NEA Journal."

The NEA asked: "Are you now teaching a grade or subject which, in your opinion, your college and professional preparation does not qualify you to teach?"

Answering that question with a firm "no" were 89.2 percent of the teachers queried. While the percentages were about the same in every corner of the country and in both large schools and small, when separated by sex, researchers found that 91.6 percent of women teachers felt they were qualified, but only 87.8 percent of the men teachers felt that way.

# # #

(More)

WASHINGTON, D. C., April 1--Boys who think of themselves as trouble-makers are more likely to be trouble-makers than those who don't. But that's about the only accurate idea of the world they have.

An Ohio State University research team, working in slum areas of Columbus, Ohio, found that boys who are bound for trouble have different images of the world than their friends who live in the same block but don't get into trouble.

In the current "NEA Journal," official magazine of the National Education Association, the researchers report what they found: that "trouble-prone" boys don't think very highly of themselves, that they don't think much of their fathers and they have no really accurate idea of how such things as work, school, the family, and law enforcement relate to them.

# # #

Mar. 31, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS
New York office, LT 1-2360, Frederick A. Jacobi, manager : Los Angeles office, 478-1277, Henry S. Noerdlinger, manager.

For Further Information:
Fred Stoffel or M. Ruth Broom

3/31/65

FOR IMMEDIATE RELEASE

Pennsylvania Educator Appointed To
National Teacher Education Commission

Washington, D. C. -- Clara E. Cockerille, professor of education at Westminster College, New Wilmington, Pa., has been named to a four-year term on the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association (NEA).

The 12-member Commission is composed of distinguished educators from all parts of the nation who are working to improve the education of teachers and up grade the professional standards under which they function.

Dr. Cockerille's term is effective on July 1, 1965.

A former elementary teacher and principal, Dr. Cockerille was also supervisor and director of curriculum in the schools in Altoona, Pa., and was assistant county superintendent of schools in Armstrong County, Pa., before joining the faculty at Westminster College.

She holds the B.S. degree in elementary education from Northwestern University, and the M.Ed. and D.Ed. degrees in curriculum and administration from Pennsylvania State University.

The president of the Westminster chapter of the American Association of University Professors, Dr. Cockerille has also served as local branch president of the Pennsylvania State Education Association and is past chairman of the state Commission on Teacher Education and Professional Standards.

# # #

Mar. 31, 1965

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For Further Information:
Fred Stoffel

3/31/65

FOR IMMEDIATE RELEASE

Overseas Teachers
File Back-Pay Suit;
Could Start Deluge

WASHINGTON, D.C.--The first of what could become a deluge of lawsuits has been filed on behalf of two teachers in the overseas dependents schools who claim the government owes them over $4,600 in back pay.

The suit was filed March 18 in the United States Court of Claims here by Earl Berger, Paris attorney for the Overseas Education Association (OEA). OEA is spearheading the back-pay battle and underwriting the suits. The OEA goal is to file back-pay suits for every one of the 6,000 teachers now in the overseas schools and for an estimated 10,000 teachers who, since the opening of the 1959-60 school term, have left.

All of these teachers, the OEA claims, have money coming to them from the government. OEA says that the Department of Defense, which runs the schools for 160,000 students in 28 foreign lands where American servicemen and their families are stationed, has consistently underpaid the teachers.

The payment the overseas teachers should have received, the legal brief says, was fixed by Congress in Public Law 86-91, originally intended to take effect in January, 1960, but then made retroactive to the previous September when the 1959-60 school year opened.

The law, the brief explains, requires the secretaries of the military departments to "fix the rates of basic compensation of teachers and teaching positions...in relation to rates of basic compensation for similar positions in the United States."

(More)

In the suit Joseph B. Crawford, OEA president and a teacher in Paris American High School, claims he is owed $2,812. And Mrs. Nell A. Walthers, a former teacher at the American School in Schweinfurt, Germany, claims she is owed back pay of $1,810.

The brief notes that other teachers with claims "are withholding such claims at this time in order to save this court the arduous task of examining many hundreds of claims prior to the resolution of the basic legal issues."

It noted that the appeal of a different suit--this one filed jointly by three other overseas teachers, the National Education Association, and its overseas affiliate, OEA--is pending in the District Court of Claims "but involves different parties and different subject matter."

That suit, filed March 2, 1964, asked the court to order the secretary of defense and the separate secretaries of the military services to follow the dictates of Public Law 86-91. It was dismissed and promptly appealed. In the new suit, by distinction, the plaintiffs simply ask "the difference between the pay they received and the pay they are entitled to receive."

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Mar. 31, 1965

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For Further Information:
Fred Stoffel or M. Ruth Broom

3/31/65

FOR IMMEDIATE RELEASE

Wisconsin Educator Appointed To
National Teacher Education Commission

WASHINGTON, D. C. --George W. Denemark dean, School of Education, The University of Wisconsin-Milwaukee, has been named to a four-year term on the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association (NEA).

The 12-member Commission is composed of distinguished educators from all parts of the nation who are working to improve the education of teachers and to upgrade the professional standards under which they function.

Dr. Denemark's term is effective on July 1, 1965.

A native of Chicago, Denemark was educated in the public schools of Oak Park, Ill., and was graduated from the University of Chicago where he received both the B.A. and M.A. degrees in sociology and social science. His doctoral work in education was done at the University of Illinois with special emphasis upon curriculum and secondary education.

He has taught in high schools and at the university level and served a four-year term as executive secretary of the Association For Supervision and Curriculum Development, an NEA department. He was assistant dean of the College of Education at the University of Maryland before accepting his present position.

Denemark as served as a consultant or lecturer on curriculum, teacher education, and human relations in more than half of the United States as well as in South America, the Dominican Republic, Puerto Rico and the Virgin Islands.

An active member in numerous professional organizations, has has written and edited articles and reviews for many educational publications.

# # #

Mar. 31, 1965

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For Further Information:
Fred Stoffel or M. Ruth Broom

3/31/65

FOR IMMEDIATE RELEASE

Iowa Educator Appointed To National
Teacher Education Commission

WASHINGTON, D. C. --Frank L. Hildreth, vice principal of North Senior High School, Des Moines, Iowa, has been named to a four-year term on the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association (NEA).

The 12-member Commission is composed of distinguished educators from all parts of the nation who are working to improve the education of teachers and to upgrade the professional standards under which they function.

Hildreth's term is effective July 1, 1965.

A graduate of Hastings College, Hastings, Neb., Hildreth received the M.S. degree from Colorado State College in Greeley, Colo., and has done additional graduate study at the Universities of Wisconsin, Nebraska, Iowa State, and Drake University.

Hildreth is past president of both the Des Moines Education Association and the Iowa State Education Association and has been involved in the professional standards movement for the last ten years. He was elected to the Iowa State Teacher Education and Professional Standards (TEPS) Commission in 1955 and served as its chairman from 1958 to 1964.

Now vice chairman of both the Des Moines Education Association TEPS Committee and the state TEPS Commission, Hildreth is coordinator of a project to prepare a publication of the goals and guidelines for student teaching in Iowa.

# # #

March 30, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

For Further Information:
Fred Stoffel or Rita Dershowitz

FOR IMMEDIATE RELEASE

NEA Convention Draws
10,000 To New York City

WASHINGTON, D. C., March 00--The focus will be on the student and learning when 10,000 teachers and administrators from across the country converge on Madison Square Garden in New York City for the 103rd annual National Education Association (NEA) Convention, June 27-July 2.

"Education for World Understanding" has been chosen by NEA President Lois Edinger of Greensboro, N. C., as the convention theme.

Delegates will begin arriving for pre-convention activities on June 26, which has been designated "NEA Day at the World's Fair." The member's delegate badge and membership card will entitle him to reduced rates at the gate of the Fair. Before the formal opening of the convention on June 29, officers of the Association and its departments will hold their meetings.

The Department of Classroom Teachers, the largest of the NEA departments, will hold its own elections, hearings on resolutions, and business sessions on June 27-28. These sessions will be concluded with a Classroom Teacher Night at the Lincoln Center for the Performing Arts, where a production of "Kismet" and a performance of 60 members of the New York Philharmonic Symphony with Afredo Antonini conducting will be on the bill.

Subject area departments will meet on Tuesday morning, June 29. The NEA convention itself will open its first business meeting Tuesday afternoon at 2 p.m., following two hours of open hearings on resolutions.

(More)

For the next four days, delegates to the convention will be kept busy with meetings of the Representative Assembly, state delegations, open hearings of Commissions and Committees, election of new officers, and receptions and dinners.

Three evening sessions have been scheduled: Dr. William G. Carr, executive secretary of the NEA will speak on Tuesday evening; President Edinger will speak on Thursday evening, when the School Bell Awards will also be presented; and an expert in international relations will address the closing Assembly Friday evening. New officers including president-elect Richard Batchelder of Newtonville, Mass., will be installed at the final session.

Wednesday night is to be known as "Friendship Night," revolving around the Notables Dinner, the reception for candidates for NEA office, and the NEA reception for the president.

One of the business sessions, to be held on Thursday, July 1, will present a three-phase study of "How can the schools provide a liberal education for all youth?" In the morning, Dr. Jerome Bruner of Harvard University will address a meeting of the full Assembly. In the afternoon, Dr. Leland Jacobs of Columbia University will discuss the question in relation to the arts and humanities and Dr. Morris Klein of New York University will discuss the question in relation to science, mathematics and technology.

Following these speeches, delegates will divide into smaller groups to discuss how to put into practice the proposals of these educators.

The center for all meetings of the Representative Assembly will be Madison Square Garden, which will also house the commercial and educational exhibits.

Housing facilities for the delegates will be scattered among 20 New York hotels and motels, though most of the NEA officers and staff will be at the Americana or the New York Hilton. An international center will be maintained on the second promenade of the Hilton, where representatives of various international groups will be available for interviews.

# # #

3/30/65

Mar. 30, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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For Further Information:
Fred Stoffel or Rita Dershowitz

3/30/65

IMMEDIATE RELEASE

School Guidance
Weapon in Fight
For Individuality

WASHINGTON, D. C.--To combat depersonalization in our society, the public schools should extend guidance and counseling services into the elementary school.

A new report published by the Department of Elementary-Kindergarten- Nursery Education of the National Education Association charges that "in today's world of automation, overpopulation, and sweeping social change," the individual is often lost. To protect his uniqueness, the schools must begin guidance efforts at the elementary level and follow them up at the secondary level, says "Guidance in The Elementary School."

The report outlines the elementary school services needed:

1. Pooling the resources of elementary teachers, counselors and school psychologists to recognize creativity and giftedness in children as well as signs of maladjustment that presage delinquency.
2. Early discovery of potential school dropouts.
3. Identify needs of pupils with specific problems, for example, children who have attended several different schools and thus may be educationally handicapped.
4. Group and individual counseling for all pupils by their teachers.

In order to meet these needs, the report urges elementary schools to employ trained, full-time counselors to help teachers learn special techniques which lead to increased understanding of children. It also points out the need for programs

(More)

to train elementary school counselors, and for pilot programs of guidance in elementary schools that need them most. The long-term goals of the pilot projects would be to cut dropout rates, decrease juvenile delinquency, discover and strengthen student aptitudes, and increase cooperation between the school, the home and the community.

# # #

3/30/65

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

March 29, 1965

MEMORANDUM TO: WRITERS AND BROADCASTERS

You are cordially invited to cover a one-day national symposium on "The Changing Face of Teaching" to be held on Thursday, April 8, at the headquarters of the National Education Association.

Major speakers for this symposium which signals the start of the national observance of Teaching Career Month will be Vice President Hubert H. Humphrey who will speak on "Teaching and the Great Society;" and President Lee A. DuBridge of the California Institute of Technology whose address will cover "The Teaching Profession--Forty Years of Change."

Five afternoon panel sessions will deal with "The New Teacher;" "The Teacher Rebellion;" "Teachers in the Political Arena;" "Teachers and the War on Poverty;" and "New Dynamics in Curriculum and Teaching."

About 600 persons from the educational community, Congress, and the administration are expected to participate.

A press office for your convenience in covering the day's events will be in operation beginning at 8:30 A. M. in Conference Room E at NEA Headquarters under the direction of Beatrice M. Gudridge. The telephone number of the press office is ADams 4-4890, Extension 500.

We hope to have manuscripts and other materials available to expedite your coverage.

A preliminary program is enclosed.

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Mar. 29, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

For Further Information:
Fred Stoffel

FOR RELEASE TO A.M. PAPERS OF MARCH 29

Selma Negro Teachers
Invited Here by NEA
For Vote Conference

WASHINGTON, D.C., March 29--Negro educators from Alabama are coming to Washington Friday for a voting-rights conference with officials of the National Education Association (NEA), which has pledged to throw its full resources behind them.

The educators are officials of NEA-affiliated teachers' associations from the Selma City schools, the Dallas County schools, and the all-Negro Alabama State Teachers Association (ASTA).

Teachers were prominently involved in the Selma efforts to register for voting. Two of the Selma teachers were gassed during the first attempt to march on Montgomery, which state police violently halted March 7.

In a letter of invitation to the teachers, William G. Carr, executive secretary of the NEA spelled out the purpose of the conference as "to learn first-hand about your problems of registration and voting in Alabama and to have your suggestions of ways in which our Association can be helpful to you both now and in the immediate future."

NEA field representatives have been in and out of Selma in recent weeks talking to teachers about their problems. And swift offers of support to the Negro teachers flowed from Washington NEA headquarters.

Three telegrams, in fact, had preceded the conference invitation. The first offered general support in the fight for voter rights. The second enunciated the "fit to teach, fit to vote," principle.

In the third, which offered financial aid for teachers who are dismissed from their jobs because of their activities to secure voting rights, Carr said:

(More)

"I am sure the board of education and administration in your community will not follow this course, but in the event that they do, the National Education Association is prepared to protect the professional and civic rights of any teachers who participate in the voting drive.

"I feel convinced," he continued, "that if the funds of the national association are inadequate for this purpose, special funds could be raised by an appeal to the nearly 1,000,000 members and 8,000 state and local affiliates of the National Education Association."

The Alabama educators are:

Mrs. Lula Mary Beatty of Fayette, president of the ASTA Department of Classroom Teachers.

Mrs. C. E. Bozeman of Selma, supervisor of Negro teachers in Dallas County, ASTA vice president and president of the association's District 8.

Andrew J. Durgan of Selma, teacher in the city schools and president of the Selma Teachers Association.

Issiah Fort of Selma, teacher in the Dallas County schools and president of the Dallas County Teachers Association.

Joe L. Reed of Montgomery, acting executive secretary of ASTA.

F. D. Reese, a Selma teacher and president of the Dallas County Voters' League for Negroes.

S. J. Whisenhunt of Anniston, president of ASTA.

# # #

Mon. 26, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

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ALICE MORTON
ARCHIVES

For Further Information:
Fred Stoffel or Tom Hawkins

IMMEDIATE RELEASE

Dr. A. B. Shaw,
AASA Associate,
Leaving for MSU

WASHINGTON, D.C., March 26--Archibald B. Shaw is leaving the American Association of School Administrators (AASA) on May 1 to become Chairman of the Department of Administration and Higher Education, School of Education, Michigan State University at East Lansing.

His appointment was approved March 25 by regents of the university.

Associate secretary for the school administrators department at the National Education Association (NEA) since 1963, Dr. Shaw is widely known for his work there and as a teacher and speaker at universities and colleges.

He was secretary in 1964 for an AASA Commission which produced "Religion in the Public Schools," a volume that examined decisions of the Supreme Court on the issues of Bible reading and prayer in the public schools.

Dr. Shaw also was supervisor of AASA's two-year Centennial celebration, which opened at the association's annual convention in Atlantic City, N.J., in February 1964.

Born in 1909 at Bridgewater, Mass., the son of a professor, he graduated from high school there at age 14, and at 19 had his bachelor's degree from Bridgewater State Teachers College. His master's degree in education came in 1940 from Boston University, and his doctorate in education in 1957 from New York University.

Starting as an eighth grade teacher, Shaw successively became a principal, assistant superintendent and was superintendent of Scarsdale, N.Y., schools for 10 years before becoming editor of a national magazine for school administrators.

(More)

He has taught at the universities of Kentucky, Southern California, Illinois State Normal, Michigan State, New York, Northern Michigan, and Oklahoma State, has lectured at many others, and been a speaker at local, state and national meetings of educational groups.

A life member of the National Education Association and of AASA, Shaw also belongs to the Association for Supervision and Curriculum Development, National Association of Secondary-School Principals, and the Department of Elementary School Principals, all units of NEA.

Shaw was in the Navy in World War II and won seven battle stars. For two years he was a Boy Scout executive in Worcester, Mass. He was married in 1940 to Dorothy Hillner of Cambridge, Mass. They have three children and three grandchildren.

# # #

3/26/65

Mar. 25, 1963

News from the NATIONAL EDUCATION ASSOCIATION

1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C. • ADams 4-4855

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For further information:
Beatrice M. Gudridge or Fred Stoffel

FOR IMMEDIATE RELEASE

1200-Page Book Summarizes Research
On Teaching; Points Needs for More

WASHINGTON, D.C., March 25--It could be that in today's world, relatively more school children could be started on the road to reading even before they enter first grade.

Changes in the lives of children, especially since the advent of television and inexpensive juvenile books, "have affected the characteristics of five-year-olds who start to school," a new book of educational research on teaching points out.

This doesn't mean that the four-year-old is ready to read Charles Darwin or William Shakespeare. It does mean that some elementary schools may be missing a bet. The enrichment of reading experiences for first graders who can read before they enter school might send them faster along the road to knowledge.

In the works for 13 years, the Handbook of Research on Teaching has just been published by Rand McNally & Co., Chicago. The 1218-page book was

(more)

put together by the American Educational Research Association, a department of the National Education Association. AERA president N. L. Gage, professor of education at Stanford University, edited the work. Two former presidents of AERA--H. H. Remmers of Purdue and David H. Russel of the University of California--are among its 31 contributors.

Designed primarily for undergraduate and graduate students of educational research, the book does not pretend to provide all the answers to educational problems. It does summarize a large collection of prior research, evaluates it, and winds up each section with a host of questions for future research.

Should certain literary works be read by all students before they leave school? Which ones? In what grades should they be studied? How should they be presented to students? Are audio-visual devices worthwhile in teaching reading? Literary appreciation?

What's the best attitude for a teacher to assume in the classroom--stern or relaxed and understanding? At what age should foreign languages be introduced into the schools? What languages should be taught? For how long?

These are a few of the questions asked by the authors.

But the authors offer, too, a roundup of research on teaching reading, social studies, composition and literature, science, foreign language, and the visual arts, and the special problems of teaching at various grade levels.

And valid research methods for students are also explained, along with the use of statistics, tests, and objective observation.

# # #

Copies of the Handbook of Research on Teaching may be ordered from Rand McNally & Co., P.O. Box 7600, Chicago 80, Illinois. 1218 p. Single copy, $15.00.

Alice Morton
Archives (1)

News from the NATIONAL EDUCATION ASSOCIATION

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Mar. 25, 1965

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For further information:
M. Ruth Broom

FOR RELEASE AT WILL

Ralph G. Beelke, Art Department Head At
Purdue, Named "Art Educator of the Year"

WASHINGTON -- (Special) -- Ralph G. Beelke, head of the department of art and design at Purdue University, Lafayette, Ind., has been selected "Art Educator of the Year" by the National Art Education Association (NAEA) and will be honored at the Association's convention in Kansas City, Mo., March 10-15, 1963.

Dr. Beelke shares honors with Mrs. John F. Kennedy, who has been named recipient of the NAEA's Distinguished Service Award. The awards are to be presented at a banquet meeting in the George Nelson Art Gallery on March 14. Dr. Beelke will be present to accept his award, but Mrs. Kennedy's will be accepted by someone she designates.

"The Art Educator of the Year" is the highest award the NAEA can give to one of its members, according to NAEA President Ruth Halverson, who announced the winners. The Distinguished Service Award is given to a person outside the profession. These awards are presented bi-annually during the NAEA's convention. The award two years ago was given to Representative Frank Thompson, Jr. (D.,N.J.).

(more)

Dr. Beelke was the Association's first executive secretary and established its first national office in the National Education Association (NEA) headquarters building in Washington, D. C., in 1959. The NAEA became a department of the NEA in 1948.

He assumed his present position at Purdue in 1962.

Prior to accepting the position as NAEA executive secretary, Dr. Beelke was a specialist in education in the arts for the U. S. Office of Education, Department of Health, Education, and Welfare.

Primarily an artist and a teacher of art, Dr. Beelke has had his paintings and prints exhibited in regional and international shows and has taught both in high schools and colleges. In 1961, Dr. Beelke was a member of the United States delegation to the Soviet Union which was established under the Cultural Exchange Program to study Soviet educational programs in the arts.

He was supervisor of art in the Frankfort public schools and in the Washingtonville Central School, both in the state of New York, and later was instructor of art at State Teachers College, Towson, Md. He also was professor of art and chairman of the art department at State University of New York, Fredonia.

Dr. Beelke was born in Buffalo, N. Y., and received his early education in the public schools there. He is a graduate of Albright Art School and received the Ed.B. degree from the University of Buffalo. After additional graduate work at Teachers College, Columbia University, Dr. Beelke earned the M.A. and Ed.D. degrees there in 1947 and 1951, respectively.

(more)

A frequent contributor to art journals, Dr. Beelke is one of three advisory editors for School Arts Magazine, and is on the editorial board of Arts and Activities Magazine and Art in Action Magazine.

He has been active in the work of professional art education associations for many years. He was a member for 10 years of the Eastern Arts Association and holds memberships in the College Art Association and the Western Arts Association.

He also holds memberships in the American Association of University Professors, Childhood Education International, National Education Association, Phi Delta Kappa and Kappa Delta Pi.

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Mar. 17, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

April 1965

SCHOOL NEWS
TIPSHEET

NOTE TO EDITORS: TIPSHEET is a monthly service of the National Education Association's Division of Press, Radio, and Television Relations. Its purpose is to offer suggestions for local school stories.

APRIL DATES WITH SCHOOL ANGLES--

Some schools will have special observances for:

April 1-30 --Teaching Career Month, sponsored by NEA and a variety of other groups, to direct attention to the increasing importance of recruiting, training, and retaining top-quality teachers.

April 1-30 --Cancer Control Month, sponsored by American Cancer Society, Inc., 219 E. 42nd St., New York.

April 4-10 --National FHA Week, sponsored by the Future Homemakers of America, U. S. Office of Education, Washington, D. C., chapters in many high schools.

April 14 --Pan American Day, sponsored to commemorate the friendship between the republics of the Western Hemisphere by the Pan American Union, Washington, D. C.

April 25-May 1--National Library Week, sponsored by the American Library Association through the National Library Week office, 58 W. 40th St., New York.

# # #

Besides the day-to-day hard news of the schools, you might consider:

1. VANDALISM

School vandalism, especially in the large cities, seems to be costing the schools more and more. In New York City, where repairs to damage by vandals cost $748,000 in the 1960-61 school year, it had climbed to over $1.2 million last year. But New York was only fifth in rank when the cost per pupil--instead of the total cost--was figured. Last year in Richmond, vandalism cost $2.70 for each of 45,000 pupils; Boston, $2 for each of 95,000; Chicago, $1.61 for each of 80,000; San Francisco, $1.22 for each of 100,000; and New York, $1.20 for each of 1,050,000.

(More)

What's the situation in your schools, and what's being done about it?

2. EXTREMISM

Reports of right-wing extremists putting pressure on the schools to censor books, censure teachers, and alter traditional courses are increasing. During all of the 1963-64 school year, the NEA received complaints of extremist activity from 1,000 of the nation's 30,000 school districts. This school year, the record will be exceeded.

3. EDUCATIONAL MEETINGS

Educators from all over go to educational conferences and conventions and seminars every year. An educator from your area may be a leader or a speaker or an officer. Here's a brief list of NEA departments holding educational meetings this month. For more information, contact the NEA Division of Press, Radio, and Television Relations.

April 1-3 --Department of Classroom Teachers: regional meeting for 250-450 at Sheraton-Biltmore Hotel, Providence, R. I.

April 1-3 --American Association for Health, Physical Education and Recreation: district meeting at Sheraton-Jefferson Hotel, St. Louis, Mo.

April 2-5 --American Association for Health, Physical Education and Recreation: district meeting at Claypool Hotel, Indianapolis, Ind.

April 4-7 --NEA Committee on Educational Finance: national conference for 250 at Sherman House in Chicago, Ill.

April 4-9 --National Art Education Association: national conference for 2,000 at Hotel Sheraton, Philadelphia, Pa.

April 6-10 --Association of Women Deans and Counselors: national convention for 1,000 at Hotel Leamington, Minneapolis, Minn.

April 9-11 --NEA Citizenship Committee: Spring meeting at NEA headquarters, Washington, D. C.

April 9-12 --American Association for Health, Physical Education, and Recreation: district meeting at Hilton Hotel, New York.

April 11-13--American Association of School Administrators and Department of Rural Education: joint regional conference on "Community School Administration" for 450 at Baker Hotel, Dallas, Texas.

April 11-13--National Business Education Association: regional conference at The Cabana, Palo Alto, Calif.

April 11-14--Music Educators National Conference: western regional meeting at City College, Long Beach, Calif.

(More)

April 12-15--American Industrial Arts Association: national convention for 2,000 at Mayo Hotel, Tulsa, Okla.

April 20-24--Council for Exceptional Children: annual convention for 2,000 at Hilton Hotel, Portland, Ore.

April 21-24--National Council of Teachers of Mathematics: annual convention for 4,000 in Cobo Hall, Detroit, Mich.

April 22-24--American Association for Health, Physical Education, and Recreation: district meeting in Hotel Utah, Salt Lake City, Utah.

April 24-28--Department of Elementary School Principals: annual convention for 5,000 at Fontainebleau Hotel, Miami Beach, Fla.

April 25-30--Department of Audiovisual Instruction: national convention for 3,000 at Schroeder Hotel, Milwaukee, Wis.

April 25-30--American Association of School Administrators and Department of Rural Education: joint regional conference at Peabody Hotel, Memphis, Tenn.

4. TIPS FROM OTHER PAPERS

Here's a brief cross-section of local stories papers have run recently:

THE SCHOLARSHIP SCRAMBLE

--As spring approaches, high school seniors begin searching out scholarships to help with the expenses of college. (Arkansas Gazette, Little Rock, Ark.)

EYE OF THE BEHOLDER

--Youngsters in a Seattle, Wash., elementary school describe their reactions to modern art. (The Seattle Daily Times)

MUSCLE-BENDING

--Omaha, Neb., public schools plan expansion of early morning physical development program. (Sunday World-Herald, Omaha)

ADDED TIME

--College dean proposes eight-hour cut in 40-hour work week to provide time for workers to take job education. (Los Angeles Times)

BIG BUSINESS

--Students train for jobs in vast, wide-open field of "agribusiness"--allied agricultural-industrial areas. (The Charlotte Observer, Charlotte, N. C.)

(More)

HELPING HAND

--Report says one in every six pupils in Denver, Colo., public schools is receiving assistance from social workers. (The Denver Post)

VISITS FROM ABROAD

--Some 2,950 foreign students are studying in U. S. high schools this year through the American Field Service program. (Los Angeles Times)

AT THE BEGINNING

--Cuyahoga County, Ohio, undertakes experimental project to help teach very young, mentally retarded children. (The Plain Dealer, Cleveland)

# # #

3/17/65

Mar. 11, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

For Further Information:
Beatrice M. Gudridge or Rita Dershowitz

ALICE MORTON
ARCHIVES

FOR RELEASE: P.M. Papers
Thursday, March 11

Hard-Pressed English Teachers Get Assist
On Composition Front, Says NEA Report

WASHINGTON, D.C., March 11--Take one English teacher with 150 students. Add one writing assignment. Result: 22½ hours of work to correct that one theme assignment. In the face of increasing demands that students write better, where is the conscientious teacher to turn?

A new book, "Improving English Composition," published today by the National Education Association, (NEA), has some answers.

The book is a report on a five-year project on Improving English Composition begun by NEA in 1962 with support from the Dean Langmuir Foundation of New York. Since the project was initiated, several hundred school districts across the country have joined in experimenting with new ways of teaching students to write. The book describes some of these.

One of the most widespread innovations, for example, reported in the book is the use of theme readers. Helen Olson, director of English Language Arts in the Seattle, Wash., public schools, describes Seattle's use of ex-newspaper writers, housewives who majored in English in college and retired teachers to relieve the overburdened English teacher of the task of marking compositions.

Potential theme readers were carefully tested,and those selected were trained over a period of months in handling papers and grading, consultations with teachers and the reference books used by the class.

(More)

The employment of theme readers, says the book, in Seattle and other places, frees the teacher for individual conferences with pupils. In addition, the compositions receive more detailed and closer scrutiny, for the theme reader can offer extensive comments and personalized guidance.

One of the high schools in Seattle experimented with a program designed to meet pupil differences through a diversified composition program. Richard Lander, former chairman of the Shoreline High School English Department, wrote in the NEA book that "a pitfall of many high school composition programs is that a single standard of performance and a single type of learning activity are set for all pupils within the same class."

The Shoreline High School instituted a four-part English program: an honors program for the top three percent of the class; an intensive course for students in a college-preparatory program; a regular program for those not preparing for college or who require only minimal college preparation; and a basic program for those needing special help in reading and writing.

Each of the nine Project demonstration centers, says the book, are encouraging teachers to assign more significant writing assignments dealing with major ideas in language and literature. Instead of writing on "My Pet Peeve," "My Most Embarrassing Moment," or "How I Spent My Summer Vacation," students study their own language: its history, syntax, and semantics; levels of usage; dialects; metaphor; dictionaries, and compose themes on the English language itself. They also write about significant ideas or major characters in great literature.

Another flaw which has been criticized in English programs in the past has been the repetition and lack of coordination that the typical student meets during his school career. (One boy reported he had written his autobiography 13 times in a six-year period). Leonard Freyman, English and Library Coordinator for the Cleveland Heights, Ohio, City School District, describes the sequential program that his district developed.

(More)

Cleveland Heights committees working on the problem formulated a kindergarten through 12th grade series of goals, stimuli for writing compositions, and the activities to go into the writing. Assignments were constructed to fit each grade level, and were based both on literary readings and personal experiences of the students.

Another aid in the teaching of writing skills is the use of the new linguistics. Elwood Prestwood, assistant superintendent of the Lower Merion School District in Ardmore, Pennsylvania, contends that "structural grammar can make several contributions to the improvement of student writing."

Structural linguistics, he says, emphasizes spoken language, and "forces one to recognize that there are different dialects or levels of usage and that each is correct if used under appropriate conditions."

Demonstration centers of the NEA Project are located in Ardmore, Pa.; Baltimore, Md.: Cleveland Heights, Ohio; Greensboro, N.C.; Lake Charles, La.; Lansing, Mich.; Richmond, Va.; Seattle, Wash.; Wichita, Kan. Former Director of the Project Arno Jewett and the current Director Charles E. Bish edited "Improving English Composition."

3/4/65

NOTE TO EDITORS: A copy of "Improving English Composition," for press use only, may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. For other purposes, copies of the report may be purchased at the following prices: Single copy cloth $2.50 (Stock No. 781-10508); paper, $1.50 (Stock No. 781-10510) from NEA Publication Sales from the above address.

Mar. 7, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and
set by resolution.

For Further Information:
Beatrice M. Gudridge or Tom Hawkins

ALICE MORTON
ARCHIVES

FOR RELEASE: SUNDAY, MARCH 7

Women Teachers Are Losing Out
In Race for Executive Positions

WASHINGTON, D.C., March 7--Women teachers in elementary and secondary schools and in universities and colleges are losing out in the executive race for jobs as principal, superintendent, supervisor, and department head.

This decline in influence by the feminine sex in school administration has been going on for 20 years and it is time to end this situation because of the growing need for more people to direct our crowded schools and colleges, the National Council of Administrative Women in Education declares.

The council, a Department of the National Education Association, spells out the story in a new booklet, "Wanted--More Women in Educational Leadership." The issue is not entirely a battle between the sexes. There are other reasons--lack of sufficient training of many women, for instance.

"Not all women in education can or should become administrators," President Virginia U. Cushwa of the administrative women's council writes, but she does want to spur those who are capable to strike out for executive goals.

Highlights of the report:

- Women teachers in the public schools outnumber men by two to one (1,123,717 to 513,101), but under present conditions few will ever become administrators.

(More)

• Women once led the field as elementary principals, but now they are in the minority. Their ratio dropped from 56 percent in 1950-51 to 37 percent 10 years later.

• Women as secondary school administrators are fewer in number. Over the 10 years between 1950 and 1961, their ratio in junior and senior high schools dropped from 18 percent to 3.8 percent.

• In 1939, there were 765 women superintendents and assistant superintendents of schools. In 1962, there were 222, or 3.3 percent of the total for the whole United States.

• In 1928, the report continues, 8 of the 48 state superintendents of education were women. In 1964 there was only one in the now 50 states.

• Among 1,495 presidents of four-year colleges and universities in 1964, only 117 were women and all but eight of these were heads of Catholic women's colleges. Among presidents of two-year colleges, 62 out of 644 were women, and all but 11 of these were heads of Catholic women's colleges.

• In colleges and universities, women professors numbered 25,000 out of a total of 140,000.

Reasons for the lag in women executives in the schools include:

• Comparatively few women have enough higher education to handle higher levels of teaching, research, and administration.

In a sample survey of 1,493 teachers by the NEA Research Division, women outranked the men in the number of bachelor's degrees, but were outnumbered by the men with master's degrees. Women with 6-year professional diplomas made up only one percent of the group polled, and only .1 percent held doctorates.

• Women are often reluctant to leave teaching and take on the responsibilities of administration, the report says, and this seems to be true also of elementary school principals. A 1958 survey by NEA's Department of Elementary School Principals

(More)

showed that three-fourths of the women principals had no desire to rise higher in the administrative field.

• The number of school districts has dropped from 127,649 in 1932 to 36,402 in 1961 according to a study by William J. Ellena of the American Association of School Administrators and Robert M. Isenberg of NEA's Department of Rural Education.

The result is a reduction in the number of superintendents of schools, and women seeking such jobs must compete with the men. But whether or not they can compete on equal terms remains to be seen.

• Married women frequently interrupt their careers and return to work only after the youngest child enters school. Others may stick to a deadend job rather than seek a better one when their husband's employment keeps him in the community.

• In the colleges, few women are prepared to teach in the fields where shortages are greatest, in mathematics and physics particularly, an NEA survey indicates.

• Financing additional education may be difficult for women, a university professor states. Fellowships for graduate women students offer some help, through the American Association of University Women, for instance. But a woman generally is reluctant to borrow money and delay marriage to payoff her debt.

Women can do the job as administrators, if given adequate preparation and incentive, the administrative women's booklet concludes.

A team of men in a University of Florida study several years ago tend to confirm this. The team found that women principals operated more democratically than men 22 percent of the time in dealing with an administrative problem. When parents were invited to rate the schools' effectiveness, schools with women principals tended to outrank those with men.

In general, the booklet reports, it appears that women are favored for the principalship if a high value is placed on working with teachers and outsiders, on emphasizing good teaching, pupil participation and the evaluation of learning, and on a knowledge of teaching.

(More)

The first step toward more women administrators is to persuade young women to prepare for a future that will permit both homemaking and a career, to urge them to get the education, including graduate degrees, they will need, the administrative women believe.

There is need, too, to educate people--men and women, boys and girls--to abandon old habits of thinking about women, who are entitled to professional work in this modern age.

# # #

NOTE: A copy of "Wanted, More Women in Education Leadership," for press use only is available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

Copies for other purposes may be ordered at the following prices: Single copies $1.50 (Order No. 621-17852.) Orders for $2 or less must be accompained with cash. Discounts onquantity orders: 2-9 copies, 10%; 10 or more copies, 20%. Order from Nea Publication Sales at the above address.

Mar. 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 16th ST., N.W. WASHINGTON, D.C. 20036—202-AD4-4868
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS

For Further Information:
Fred Stoffel or Tom Hawkins

March, 1965

FOR IMMEDIATE RELEASE

Briefs From the "NEA Journal"

ALICE MORTON
ARCHIVES

Negro College Student
Faces Difficult Choice

WASHINGTON, D. C., March 00--The Negro who wants to go on to college is caught in a dilemma.

Should he attend an integrated school and lose almost entirely the social side of college life? Or should he attend a Negro college and increase the possibility of getting an inadequate education?

Jerome H. Holland, president of the all-Negro Hampton Institute in Virginia, believes the desire for social life is what leads most Negroes to attend Negro colleges.

Writing in the current issue of the "NEA Journal," the official magazine of the National Education Association, Holland points out that "as the gap narrows between the educational achievements of the white and Negro, the social cleavage between the two continues."

Negro students fear the limitation on social activities in an integrated college. They fear that they will be bypassed for the glee club, for the college play, for sorority and fraternity membership.

And their fears are well-founded. Holland says a Negro graduate of an Ivy League college told him: "The friendships one makes in college should be lifelong. Those my cousin made at a Negro college have been. But, after one or two years out of college, mine faded away. I had little in common socially with my classmates; I was not even allowed in most of their country clubs."

But the Negro colleges which two-thirds of the Negro students attend have serious problems similar to those of the integrated colleges but "their problems are often more acute," Holland points out--especially in financing.

(More)

"It is estimated that students' fees and tuition cover only 44 percent of the costs" in the Negro colleges. In addition, Holland writes, "alumni with low earning power are unable to contribute to any extent; and, until recently, foundations have not been interested in helping."

These money problems conspire to hold back the Negro colleges from acquiring outstanding teachers, from fully stocking their libraries, from ensuring that their physical plants are adequate.

But Holland hopes that things will get better.

"As more and more Negro students throughout the nation attend integrated colleges and more white students attend the now predominantly Negro colleges, the term Negro college may eventually disappear."

# # #

Grouping Gifted Students
Draws Fire of Educator

WASHINGTON, D. C., March 00--"There can be little doubt that special classes for the gifted can help them to graduate earlier and take their place in life sooner."

But Bruno Bettelheim, professor of education and psychology and psychiatry at the University of Chicago, while admitting this, isn't admitting that it's the best way to group gifted children.

In fact, he has doubts whether they should be grouped into special classes at all. He thinks gifted students should not be set apart, but should be left in regular classes with children of normal intelligence.

The gifted child in a normal class need not be bored, he writes in the current issue of the "NEA Journal," official magazine of the National Education Association. For boredom, he says, is an indication only that the child is anxious and must keep pressing for more and more work to forget his anxiety.

While the gifted student in a special class may be only average, in a regular class where his intellectual superiority is more easily maintained he will become secure in his ability, Bettelheim says.

(More)

Children left behind when special classes are formed need the help and example of the gifted children, he says, in order to meet the challenge of their studies. And what's all the need for haste, anyway, he asks. "Since ideas mature slowly, maybe what we need is not a speeding up but a slowing down of our all-too-fast pace."

But Kenneth Mott, social studies supervisor for the Louisiana state department of education, see things differently. "Where students have certain 'gifts' in common, they should be allowed to work and study together," he writes in the "NEA Journal."

He decries fears that gifted students grouped in special classes may become intellectual snobs. He cites studies to show a sharp learning increase for both gifted and average students when they are grouped together with other students of similar intellectual ability. He points out that the regular classroom can produce frustration in both the children who can't keep up and the children who are held back.

Citing an experimental reading program--in which slow, average, and gifted readers were separated into their own groups--he says: "After two years the researchers found greater overall progress at all reading levels...In fact, some slow readers joined the average ones and some average ones moved up to the fast group."

The same results, he believes, could have been achieved in almost any subject--math or science or social studies or English.

"I don't believe," he declares, "giftedness should be wasted away simple because a bright or talented student is content to proceed at what is--for him--a snail's pace or to stand at the top of a class of students with less ability."

# # #

First Grade Tests
Predict Achievement

WASHINGTON, D. C., March 00--On the basis of tests on first grade children, their sixth grade arithmetic scores can be accurately predicted, according to the March "NEA Journal," official magazine of the National Education Association. Reporting on research published last year, the magazine notes also that "such predictions need not rest on esoteric information but rather on such common data as sex, IQ's, parental occupation, and scores on standardized achievement tests."

# # #

Mobile Teachers
Want Certificates
Good Anywhere

WASHINGTON, D. C., March 00--Of every 6 teachers, 5 want some kind of nationwide certification which would allow them to teach in any state.

A recent poll of teachers, conducted by the Research Division of the National Education Association and reported this month in its magazine, the "NEA Journal," found that most teachers want standard teaching certificates, to teach in specific grades and subject areas, which would be acceptable in all states.

At present, each state makes its own laws concerning which teachers are eligible to teach and which are not. Frequently, the Journal article says, "these laws differ widely, and the differences create problems, particularly since the teacher population is relatively mobile."

# # #

3/65

Feb. 21, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Fred Stoffel or Joseph Hanlon

FOR RELEASE: Sunday, February 21, 1965

Rightists, Ignoring
Rejection by Voters,
Mount School Attacks

WASHINGTON, D. C., Feb. 20--Despite rejection of the far right philosophy at the polls last November, right wing extremists continue to be well organized and active and are now concentrating their fire on school superintendents and school board members.

"The Shape of Education for 1965," latest volume in a series published by the National School Public Relations Association (NSPRA), quotes Arnold Forster and Benjamin R. Epstein, authors of a recent book on the far right, as estimating that about 5,000,000 adult Americans can be found in the ranks of the far right. Annual expenditures of far right groups total more than $14 million a year, the authors say.

The same article quotes W. R. Fulton, professor of education at the University of Oklahoma, as reporting that 35 of the state congresses of parent-teacher associations have been confronted with "rabble-rousing tactics of the extremists." Fulton adds that in 20 states extremists have had some success in getting their members elected to PTA offices.

Infiltration of the PTA associations, Fulton asserts, is a major objective of the John Birch Society. He says a bulletin issued by the society urged Birchers to join local PTA associations and "go to work to take them over."

One means of coping with this situation is suggested in another article based on a proposal by author Mary Anne Raywid that the purposes and functioning of the public

(More)

school system become a subject for formal study by pupils in those schools. The premise is that this would equip students with information which would enable them to refute unwarranted attacks on the schools.

Concluding a series of three articles on the right wing, the book reports how conservative groups gained control of the school system in Montgomery County, Md., in 1962 and on what happened thereafter.

A dozen other articles in "The Shape of Education for 1965," include a profile of the American high school student today; a review of the latest proposals of James B. Conant for revising the school system; an exposition of historian Henry Steele Commager's beliefs that the public school system, which preserved the nation's freedom, is not now taking full advantage of that freedom to teach Americans to use freedom wisely and enjoyably.

2/20/65

NOTE: For press use only, copies of "The Shape of Education for 1965," may be obtained from the Division of Press, Radio and Television Relations, National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036. For other purposes the 64 page paperback may be ordered from the National School Public Relations Association at the above address for $1 per copy. Please mention stock number 411-12374.

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NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

MR. DAN SCHREIBER
SCHOOL DROPOUTS

For Further Information:
Beatrice M. Gudridge

For Release: A.M. Papers
Monday, Feb. 15, 1965

EPC Probes Job of Modern School Superintendent;
Finds In Some Places It's "Uninhabitable Position"

Atlantic City, N.J., Feb. 14--The school superintendent here on convention knows his back-home job is difficult.

Today he was told in some communities the job is becoming impossible.

A report on "The Unique Role of the Superintendent of Schools" released by the Educational Policies Commission (EPC) underlined this premise for some 28,000 superintendents and other educators participating in the five-day (Feb. 13-17) Centennial Convention of the American Association of School Administrators (AASA).

The ferment of change, especially in big cities, involves civil rights, mounting school budgets, teacher unrest and huge enrollments. When met by community factionalism, obstruction or apathy, the ferment can make the superintendency a "virtually uninhabitable position."

The report cites two instances of the superintendent's current dilemma: the civil rights issue, and the increasing demand of teachers for a meaningful share in school policy-making.

On civil rights, it says, "many people are looking to the great healing power of the public schools ... for solution of this problem which no other agency has been able to solve and which has long been neglected. But they are doing so with diametrically opposed methods and even goals,

(More)

in mind ... the combination of widespread resistance to change and widespread impatience for change directly challenges the ability of school boards and superintendents to keep the schools in operation from one day to the next and to maintain the public morale and confidence essential to the long range quality of public education."

The report applauds the efforts of teachers in seeking a role in the formulation of major policies especially on personnel matters which affect the quality of their teaching, but it says: "Many questions remain unanswered about the proper role of the superintendent in such negotiations."

The report makes several recommendations to the superintendent, the school board, the citizens of the community, and the teaching staff.

To the superintendent it says that if he is to exert enlightened leadership in his many roles as "teacher, politician, philosopher, student of life, public relations counselor and businessman," he must recognize first of all that his own influence extends far beyond school boundaries. On issues such as segregated housing vs. the neighborhood school, for example, his opinions and actions can have far-reaching impact on the entire community.

The school board, which of course has final responsibility for policy decisions, should however, recognize the superintendent's leadership responsibility and involve him in study and discussion of important and controversial issues. "While expecting him to administer schools in accord with established policy, the board must also encourage him to evaluate that policy ... It must also expect the superintendent to have a strong professional commitment and to be the spokesman for the entire professional team as well as the agent of the board."

(More)

The teaching staff, says the report, "should play a major role in initiating and formulating administrative and policy decisions. In the interest of the advancement of education, the staff should seek such a role and the superintendent should welcome it."

As for the community at large, the report counsels realistic expectations and an atmosphere of good will and reasonableness toward what can be accomplished by the superintendent.

In all too many cases "the school board, or a faction within it, expects the superintendent to be its agent. Consideration of teachers' views is his wish and his duty. One group of citizens expects him to work to keep taxes low while another sees him as the key to the investment of more nearly adequate funds in education. At times, reconciliation of the various views is impossible or in the superintendent's opinion, undesirable. He must then take or recommend action that will risk a storm of protest."

The report was given today by former Baltimore superintendent George B. Brain, now dean of the College of Education, Washington State University, Pullman, in an EPC section meeting here. Dr. Brain, president-elect of the AASA, is a member of the EPC, which is jointly sponsored by the National Education Association and AASA to conduct long range studies on issues facing the teaching profession. Arthur F. Corey, executive secretary, California Teachers Association, is chairman of EPC and James E. Russell is secretary.

# # #

NOTE TO EDITORS: A single copy of "The Unique Role of the Superintendent of Schools" for press use only is available on request to Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. Copies for other use may be obtained from NEA Publications at the following prices: Single copy, 35c; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount. Mention stock number 191-05970.

Feb. 15, 1965

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1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

ALICE MORTON
ARCHIVES

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As for the community at large, the report counsels realistic expectations and an atmosphere of good will and reasonableness toward what can be accomplished by the superintendent.

In all too many cases "the school board, or a faction within it, expects the superintendent to be its agent. Consideration of teachers' views is his wish and his duty. One group of citizens expects him to work to keep taxes low while another sees him as the key to the investment of more nearly adequate funds in education. At times, reconciliation of the various views is impossible or in the superintendent's opinion, undesirable. He must then take or recommend action that will risk a storm of protest."

The report was given today by former Baltimore superintendent George B. Brain, now dean of the College of Education, Washington State University, Pullman, in an EPC section meeting here. Dr. Brain, president-elect of the AASA, is a member of the EPC, which is jointly sponsored by the National Education Association and AASA to conduct long range studies on issues facing the teaching profession. Arthur F. Corey, executive secretary, California Teachers Association, is chairman of EPC and James E. Russell is secretary.

# # #

NOTE TO EDITORS: A single copy of "The Unique Role of the Superintendent of Schools" for press use only is available on request to Division of Press, Radio, and Television Relations, National Education Association, 1201 16th Street, N.W., Washington, D. C. 20036. Copies for other use may be obtained from NEA Publications at the following prices: Single copy, 35c; 2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount. Mention stock number 191-05970.

Feb. 14, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Fred Stoffel or Rita Dershowitz

SPECIAL TO STATE EDUCATION JOURNALS

NEA Initiates Two-Pronged
Civil Rights School Project

WASHINGTON, D.C., Jan. 18--At the last National Education Association convention in Seattle, delegates framed resolutions which clearly strengthened the Association's commitment to the civil rights movement as it relates to education.

"The Association recognizes that the civil rights movement has direct implications for public elementary and secondary education and for the teaching profession," the delegates asserted. And furthermore the Association should involve itself directly with the effort to effect a smooth transition from the old order to the new. "Every effort should be made...to plan and implement a program designed to (1) identify specific educational problems related to the movement, (2) develop an understanding of the implications for education and educators, (3) explore areas of professional responsibility, and (4) based on the findings, make recommendations which will assure equal opportunities and common experiences for all children."

A program has been developed under this mandate. The new NEA Project on Civil Rights and Continuing Education will focus on two targets: suburban school systems of the New York metropolitan area which are either all-white or suffer from de-facto segregation; and Southern teachers faced with the implications of desegregation and the new civil rights laws.

The suburban project, a two-month workshop to explore ways of creating a more democratic atmosphere in and of heading off explosive racial crises, will be held at a Long Island campus this summer. Workshop participants will be teams of teachers and administrators drawn from about thirty school districts in the metropolitan area.

(More)

"We are beginning to realize that school integration is not simply the physical movement of children, but demands an integrated school experience as well," W. Burghardt Turner, recently-appointed director of the NEA project, declared. "This involves the problem of creating within all-white schools an atmosphere conducive to the acceptance of differences, to democratic ideals. And this must often be done among students who generally have no contact at all with Negroes."

In addition to creating an "integrated school experience" the summer workshop will attempt to outline methods of preparing a community for a possible racial tension or crisis and for eventual integration. Within the schools these methods might include revision of course content and textbooks, exposure to the achievements of minority groups, and contact with students of other ethnic and economic backgrounds.

The problems faced by Southern educators are more basic: the effects of initial integration of student bodies and faculties; the disparity between the educational standards of Negro and white teachers colleges; and the still-segregated professional teachers organizations in 11 states of the South.

The Southern part of the civil rights project will be directed mainly toward Negro teachers: counseling centers at Negro colleges; workshops similar to the one planned for New York in areas where there are concentrations of Negro and white colleges; integrated workshops on human relations, considering the cause and effects of discrimination; and a critical analysis of textbooks and teacher training courses.

Turner, formerly a social studies teacher at Patchogue High School in New York, will coordinate the two aspects of the program, which will be administered under the Department of Classroom Teachers (the suburban New York project) and Teacher Education and Professional Standards (the Southern teacher project). The NEA has granted $16,300 for initial costs, and one of Turner's jobs will be to secure foundation grants for the program.

(More)

An active organizer for the NAACP and consultant to the government of Suffolk County in setting up a county Human Relations Commission, Turner is critical of the circumstances in which racial discrimination has flourished. "The American frame of reference has traditionally involved the elimination of differences, the molding of society into some 'ideal'," he charged. "Now there is an increasing realization that not all people can be or should be the same. They may be different, and still be equal."

The NEA civil rights project has undertaken the task of putting that idea into effect in our schools.

# # #

1/14/65

Feb. 9, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Fred Stoffel or Joseph Hanlon

RELEASE TO P.M. PAPERS OF FEBRUARY 9, 1965

Georgia Governor,
Favorite Teacher,
Share Golden Keys

WASHINGTON, D.C., Feb. 9--Gov. Carl E. Sanders of Georgia, and his seventh-grade teacher, Miss Emma Wilkinson of Augusta, Ga., share the 1965 Golden Key Awards. They are presented annually to a person who has contributed significantly to the national welfare, and to a teacher designated by the recipient as one whose influence contributed to his own accomplishments.

The youthful Georgia governor, now in middle of a four-year tenure, has made improvement of education in Georgia the lodestar of his administration. The Georgia legislature, acting in response to his initiative, has made heroic attempts to overcome deficiencies in the state's system of public education, and the effort continues.

The Golden Keys are presented each year at the convention of the American Association of School Administrators. Gov. Sanders and "Miss Emma" will receive their awards next Saturday in Atlantic City. For Miss Emma there will be, in addition to the symbolic Golden Key, a check for $1,000. Gene Lines, Denver, Colo., president of the National School Public Relations Association, which coordinates the Golden Key program sponsored by six national organizations in the educational field, will preside at the awards program.

(More)

Gov. Sanders, who was in Miss Emma's classroom in the 1937-38 school year, recalls her as a disciplinarian who tolerated no foolishness in her classes and put "extra effort" into offering her pupils opportunities to learn and encouraging them to use those opportunities.

Any of her pupils, for example, who needed after-school tutoring got it. Another aspect of that extra effort was revealed a few years ago, when shortly before her retirement from Tubman High School at Augusta, Ga., she organized a faculty basketball game to raise money for the funeral expenses of a student--and participated as cheerleader, short skirt and all.

Miss Emma well remembers the days when Georgia's governor was in her classroom. She recalls that he "sat on the right, by the windows" and that he usually greeted her appearance in the classroom with a raised hand and a smile. He was asking questions and seeking answers even then.

In the classroom Miss Emma stressed the fundamentals of English. Now in retirement at the age of 75, she still believes that phonics, syllables, and spelling are more important than ever. Writing assignments were a fundamental part of her teaching, but she always had in mind the need for diversity--"A class could get very dry if all the pupils did was to write sentences."

As the governor recalls today, Miss Emma enjoyed telling stories, drawing from books in the libraries, including a fairly large one compiled by her brother, and sometimes just on her own imagination. She encouraged pupils to make up their own stories or jokes, and to write them out. She remembers that the Governor's favorite story was titled "Red Feathers."

Miss Wilkinson next to the youngest in a family of 11 children, was born in England and came to this country with an older brother when she was 14. She graduated from a two-year teacher-training course at Augusta, Ga., and later, through summer

(More)

study, acquired a degree from Oglethorpe University in Atlanta, Ga. She taught for 46 years before her retirement. Now living within a few blocks of the governor, her association with him could be described as that of former teacher, neighbor, friend, fellow politician, and, on occasion, a demanding constituent.

When they met not long ago in the governor's office, he greeted her with lines from "Abou Ben Adhem," recalling that she had often recited that in class. ("Write me as one who loves his fellow man.") But Miss Emma's own favorite quotation now is one that could be regarded as characterizing her own life: "It's not how long we live, but just how well. And what we are, not words, but actions tell."

In a statewide television appeal for support of his educational program at the end of 1963, Gov. Sanders told his audience that "Georgia cannot afford ignorance and poverty." Since then, the state legislature, and local leaders have joined him in a determined effort to wage their own war against poverty and ignorance.

A year after that challenge to the people of his state Gov. Sanders could look back upon these achievements: a $36 million increase in state appropriations for education, plus an equalization of the state and local share of school costs; an additional $150 million for vocational schools and a statewide educational TV network; a boost in teacher salaries (up $700 on the average over a 2-year period); a massive program to improve reading ability; and a statewide honors program for talented students.

Gov. Sanders and his teacher are to be the recipients of Golden Keys in the 10th year of the program, the purpose of which is to dramatize the role of the teacher in American life and to interest young people in education as a career. The program operates under the auspices of the American Association of School Administrators; the Council of Chief State School Officers; the National Association of Secretaries of State Teachers Associations; the National Congress of Parents and Teachers; the National Education Association; and the National School Boards Association. It is financed by contributions offered by corporations and foundations as a public service.

# # #

Feb. 9, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

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For Further Information:
Fred Stoffel or Joseph Hanlon

FOR RELEASE: February 9

Special to State Education Journals

Governor Shares Award With His Favorite Teacher

WASHINGTON, D.C., Feb. 9--The Golden Keys for 1965 go to Georgia's governor, Carl E. Sanders, and to Miss Emma Wilkinson, his seventh-grade teacher back in 1937-38, who has never been far from his thoughts or far away in any other respect. She lives within a few blocks of his home in Augusta.

It was natural, then, that when Gov. Sanders was chosen for the 1965 Golden Key--as a citizen who contributed significantly to the national welfare--he selected "Miss Emma," who has been keeping tabs on him ever since that 1937-38 school year, to share the award.

The Golden Key, which will be presented to the governor and to his school teacher Feb. 13 at a general session of the annual convention of the American Association of School Administrators in Atlantic City, N. J., is a device through which six national organizations in the field of education seek to dramatize the role of the teacher in American life as a means of interesting young people in teaching as a career.

Gov. Sanders was selected as a recipient because of his "remarkable" record in the last two years, as Georgia's chief executive, in pushing through the legislature a program for vast improvement of the public schools of that state. He promised, as a candidate, that improvement of public education would be the lodestar of his administration, and he kept the promise.

(more)

In his first year as governor he persuaded the state legislature to enact a basic new school law for strengthening the public school system and providing greatly increased state appropriations for school support.

He remembers Miss Emma as a school teacher who was something of a disciplinarian, extremely interested in her students, and who played no favorites. She had a reputation in school, he recalls, as "one who didn't put up with any foolishness, but also for giving her pupils an opportunity to learn and encouraging them to learn."

The "extra effort" Miss Emma put into her teaching, the governor thinks, gave her pupils a chance to be a little bit different in their lives and careers. The "extra effort" extended beyond the classroom. Miss Emma tutored pupils after school when they needed it. She sponsored a student newspaper. A few years ago, shortly before retiring from 46 years in the classroom, she organized a faculty basketball game to raise money for the funeral expenses of a student--and participated as a cheerleader, short skirt and all.

Miss Emma remembers the governor as an attentive, above-average pupil who met her each day as she entered the classroom with an upraised hand and a smile. She recalls that he sat "on the right, by the windows," and that his favorite story was "Red Feathers."

Stories were a large part of Miss Emma's teaching. She stressed the fundamentals of English, and still believes that phonics, syllables, and spelling are "more important than ever," but she recognized also the importance of diversity--"A class could get very dry in 60 minutes if all the pupils did was to write sentences."

The stories she told were drawn from her own imagination and from books available in the libraries, including a library compiled by a minister-brother. And she encouraged her students to make up their own stories, even jokes, and write them out.

(more)

Born in England, she came to this country with her brother at the age of 14. She graduated from a two-year teacher training school at Augusta, Ga., and later, through summer study, acquired her degree from Oglethorpe University in Atlanta, Ga.

Still active at the age of 75, she has been chairman of the Richmond County Welfare Board for 28 years, and now manages a $2.5 million annual budget. Recently she appeared before a state commission in a successful effort to obtain surplus foods for the needy people of her county. She also "lobbied" with the governor to obtain for Georgia teachers greater retirement benefits under a plan which could bring no personal benefit to her. She still teaches, and has for many years, a Bible class at St. James Methodist Church in Augusta.

Gov. Sanders, born in Augusta and a graduate of the public schools there, was a bomber pilot during World War II. After the war he obtained a law degree from the University of Georgia, and practiced law in Augusta until his election in 1954 to the state House of Representatives. Two years later he moved on to the state Senate. In a state where resistance to school desegregation has deep roots, Sanders insisted on the rule of law and the importance of keeping the public schools open, even if this meant compliance with court-ordered desegregation. He was elected Governor in 1962 on the basis of a campaign which put improved education in Georgia as his top objectives for the state.

When the governor and Miss Emma met recently in Augusta, after their designation as Golden Key recipients, he greeted her with lines from the poem "Abou Ben Adhem" ("Write me as one who loves his fellow man.") Miss Emma's own favorite could be a summation of her own life: "It's not how long we live, but just how well. And what we are, not words, but actions tell."

Gene Lines, Denver, Colo., president of the National School Public Relations Association, which coordinates the program for the sponsoring organizations will preside at the awards program.

(more)

To Miss Emma, in addition to the Golden Key, will go a check for $1,000. The Golden Key program is supported by public service contributions from foundations and business corporations. The sponsoring organizations are the American Association of School Administrators; the Council of Chief State School Officers; the National Association of Secretaries of State Teachers Associations; the National Congress of Parents and Teachers; the National Education Association; and the National School Boards Association.

# # #

Feb. 8, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Beatrice M. Gudridge

ALICE MORTON
ARCHIVES

FOR IMMEDIATE RELEASE

Teachers To Convene in Scottsdale, Ariz.
For Third Political Clinic

WASHINGTON, D.C., Feb. 8--If teachers seek better political mileage, the tiger-in-the-tank must be real political sophistication.

That is the thinking behind the third "Political Clinic for Teachers" to be held April 30-May 2 in Scottsdale (Phoenix) Arizona.

Organized by the Arizona Education Association and the Citizenship Committee of the National Education Association, the Scottsdale Clinic is a by-popular-demand meeting following the successful pattern of two earlier clinics in Cleveland, Ohio, and Spokane, Wash.

Cooperating in sponsorship of the Clinic which is expected to draw some 250 representatives of local teacher associations in the Southwest are the California Teachers Association, Colorado Education Association, Nevada State Education Association, New Mexico Education Association, and Utah Education Association. All are affiliates of NEA.

In workshop sessions, delegates will be discussing such questions as these:

Should the local teachers organization endorse political candidates? Should the association give support to a "friendly" candidate who is unlikely to win? How far should teachers organizations go in support or opposition when political questions directly concern education, and when they do not?

NEA sponsors, in addition to the Citizenship Committee, include the Adult Education Service Division, Federal Relations Division, National Commission on Professional Rights and Responsibilities, Rural Education Service Division and the Urban Services Project.

(More)

Commenting on the impact of the two earlier clinics, School Superintendent Marion G. Donaldson, Amphitheater District, Tucson, said:

"We're riding an idea whose time has come. Teachers are becoming convinced that the only practical way to participate meaningfully in today's major educational decisions is to be active politically. Some are working through their organizations; others run for political office. For example, according to a recent report, there are currently 181 teachers serving in state legislative bodies across the country."

Superintendent Donaldson who is chairman of the Citizenship Committee will have a prominent role in the three-day Scottsdale Clinic which begins at 12:30 P.M. Friday and ends at noon, Sunday.

The banquet speaker on Saturday evening will be Rep. Morris Udall (D-Ariz.) who will discuss "Practical Political Advice to Teachers and Teachers Associations."

Most of the local teachers associations will send teams of three to five members to the Scottsdale Clinic. Fees are on a graduated scale to encourage such teams as a means of strengthening back-home work. The fees are as follows: 1 or 2 members from a local association, $5 each; 3 members, $12; 4 members, $15; and 5 members, $17.

# # #

2/8/65

Union file

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

February 5, 1965

MEMORANDUM TO: Public Relations Directors
State Education Associations

Dear Colleague:

Several of you assisted us in various ways in connection with the Philadelphia election story. Many thanks!

I believe that each of you will be interested in some of the press and broadcast coverage and comment on this story as it surely has many implications for communications, both with general media and with teachers.

The result was, of course, disappointing as the union won by 5403 to 4671--a plurality of 732 votes.

What happened? There were several factors that contributed to the outcome. First, the union had been at it longer. The union, we have learned, began quietly working behind the scenes in Philadelphia around April 1962, shortly after the New York City election. Some union teachers, it has been reported, retired from their regular careers early and obtained appointments as substitute teachers. These assignments have taken these teachers into schools throughout the system where they have been talking with teachers for the past year or two.

Many teachers voted in protest of the rundown school system and the general poor working conditions, and took their ire out on the "ins"--the association--despite vigorous association leadership over the past 18 months. But it came too late and the union hit hard with this slogan: "1,000 chances and they want one more." There wasn't enough time to erase the poor image of the past.

The Civil Rights issue worked against the association despite support by a Negro newspaper and a more favorable record on Civil Rights than the union. Martin Luther King was brought into the campaign during the waning days, and backed the union. Other prominent Negro leaders also helped the union's cause. This hurt.

Despite the setback, however, the NEA and the PTA (Philadelphia Teachers Association) are holding their heads high. They feel that much valuable information has been gained in the Philadelphia election and will be put to good use in subsequent big city elections.

Dr. William G. Carr, NEA executive secretary, in a post-election staff conference said an "in depth" study of the election will be made. He praised the efforts of local, state and national association staff members who participated in the campaign.

Among the items I am enclosing are news reports, interpretive columns, editorials, and a Chet Huntley NBC radio broadcast. Also, you will find a copy of the statement which Dr. Carr issued to the NEA staff immediately following the election, and a copy of the record to date on representative elections.

Cordially,

Roy Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

February 2, 1965

We dare not minimize the significance of what happened in Philadelphia yesterday.

We shall analyze the factors in the Philadelphia situation, learn from it, and proceed.

When a cause is right, the battle must go on. It will go on.

Our sincere thanks are due to NEA, local, and state association staff members and officers who served with energy, skill, and devotion in bearing the brunt of the campaign.

Whatever steps are necessary to reorganize and reshape our total professional organization structure program in order to meet the challenge must be taken.

This Association has met crises before and I am confident the cause of an independent teaching profession and the integrity of the public school system will prevail.

William G. Carr
Executive Secretary

February 3, 1965

THE EVENING BULLETIN (PHILADELPHIA)
February 2, 1965

Phila. Teachers Choose AFL-CIO By 5,403-4,671

Union to Seek Contract Talks Within 20 Days

By J. WILLIAM JONES
Of The Bulletin Staff

The Philadelphia Federation of Teachers, AFL-CIO, yesterday won the right to negotiate with the Board of Education on salaries and working conditions for the city's 11,000 public school teachers.

The union overcame a membership disadvantage of some 1,800 teachers to beat the larger Philadelphia Teachers Association in a citywide election, 5,403 to 4,671.

PFT president John Ryan said the union would begin within 20 days to bargain with the school board for a teacher salary scale of from $6,000 to $14,000 and for other teacher benefits.

The present salary range for teachers if $5,300 to $9,000.

Stunning Defeat

The defeat was a stunning blow to the teachers association, which for 60 years has been the dominant teacher group in Philadelphia.

The election also dealt another defeat — and a most unexpected one — to the association's parent organization, the National Education Association, which has never beaten the teachers union in a major city election.

The American Federation of Teachers, parent group of the PFT, now has won victories over the NEA in New York, Detroit, Cleveland and Philadelphia.

The best the NEA has done is victories in Milwaukee, Rochester and Newark, N. J.

It was in Philadelphia that the trend was supposed to be reversed.

Concerted Drive

The NEA and its sister organization, the Pennsylvania State Education Association, poured thousands of dollars and countless hours of staff help into the election.

The PTA spent in the neighborhood of $20,000 in newspaper, television and radio advertising alone.

When the AFL-CIO began a concerted drive to organize Philadelphia teachers early in 1962, PTA members outnumbered the PFT members by 5,000 to 500.

Challenged Ballots

By last fall it was 5,200 to 2,200 and by this month the union had cut it to 5,200 to 3,400. Of the memberships, the association had 4,700 eligible voters to the union's 3,200.

But the union polled 51.6 percent of the 10,477 votes cast, compared with 44.6 percent voting for the association.

There were also 278 challenged ballots — 2.7 percent of the vote — and 125 teachers, or only 1.2 percent, voted to be represented by neither group.

The turnout for the vote — conducted in 98 school buses parked at varying intervals at the city's 250 public schools — was 95.2 percent. Some 10,700 active teachers and another 300 on leave were eligible to vote.

When the vote was announced last night before about 200 onlookers in the gymnasium of Girls High School, about 100 teachers poured cheering out of the stands.

Carried Around Gym

They raised Ryan and PFT past president Celia Pincus to their shoulders and carried them around the gym in a brief but spirited celebration.

Shocked representatives of the teachers association, including Mrs. Marion L. Steet, president, and Walter J. O'Brien, executive secretary, quietly left the gym with bowed heads.

The PTA had forecast an election victory, based on a telephone poll of teachers, by some 2,000 votes.

Ryan had hit the winning total almost on the head, forecasting a total of 5,500 votes and a winning margin of 700 votes. The difference was 732.

Hard Campaign

Ben Stahl, an official of the PFT, displayed, before the vote count, an anticipated school-by-school vote breakdown showing a total of 5,469 votes for the union. He was only 66 votes off.

The PTA failed even to carry their eligible voters, while the PFT picked up an extra 1,000.

The union had campaigned hard on the PTA's past history of acquiescence to the school administration and Board of Education.

PFT leaders had contended that after 60 years of PTA rule teachers were still faced with clerical jobs, large classes and low salaries.

Only the militancy of a labor-oriented teacher group, not afraid to strike if need be, could change things, they contended.

"Teachers," Ryan said last night, still flushed with victory, "had lost the sense of doing the job they wanted to do.

"They realized that voting for us was one way to gain control over the school system and bring it back to where it should be."

Ryan said all teachers, be they from the PFT or the PTA, will have a voice in the union's negotiations with the school board and administration.

"We are certainly going to invite the recommendations of every classroom teacher in the city," he said, "whether they are from our organization, another organization or no organization."

Rematch in 2 Years

The PTA faces the next two years with no official say in the bargaining process for its 5,200 members. In two years, the association can petition for another election.

Mrs. Steet talked briefly before leaving the auditorium. She said:

"I'm very disappointed. Now we will watch and wait for the PFT to fulfill its promises.

"In two years we'll send them back to where they came from.

"In the meantime we will continue to work for the teachers of Philadelphia."

Conducted by AAA

Alfred B. Hebeisen, associate school superintendent for personnel, who will play a major role in negotiations with the union, shook Ryan's hand and said: "I'm sure we'll get along very well."

The election was conducted by the American Arbitration Association, who supplied the election manager, election judge and 98 poll watchers and ballot counters.

Mrs. Margaret Carlson, of New York, was election officer.

Judge Nathan Cayton, retired justice of the Washington, D.C., Municipal (Federal) Court, was election judge.

THE EVENING BULLETIN (PHILADELPHIA)
February 2, 1965

Federation Beats NEA on Home Grounds

By PETER H. BINZEN
Of The Bulletin Staff

Philadelphia teachers yesterday dealt the National Education Association its most stunning defeat.

In the last four years, the NEA, while winning 14 contests, had lost important teacher bargaining elections in New York, Cleveland, Detroit and six other school districts.

But in none of these setbacks were its chances considered very bright from the start.

Philadelphia was thought to be different.

The NEA's local affiliate, the Philadelphia Teachers Association, held a 3-2 membership advantage over the Philadelphia Federation of Teachers, AFL-CIO, an affiliate of the American Federation of Teachers.

It had intelligent, aggressive leadership.

Its campaign was well-financed and well-run.

NEA's Home Ground

And Philadelphia was, in a sense, the NEA's home ground. The 903,000-member organization was founded here in 1857 and Pennsylvania, with 58,655 NEA members, has the second largest (next to California) membership of any state.

With so much riding on the outcome, with the NEA and Pennsylvania State Education Association throwing money and resources into the election, how does one explain the PTA's 732-vote defeat?

Clearly, its foe's campaign was also well financed (in part by the AFL-CIO's Industrial Union Department). And the PFT, while small, has long enjoyed strong leadership and a fiercely loyal following.

Beyond these factors, however, there appear to have been national and local considerations that worked against the NEA and for the PFT.

Nationally, increasing teacher militancy has been discernible for some years.

Demanding Raises

Especially in the cities, teachers have been demanding, not pleading for, pay raises. They've been fighting for smaller classes, better teaching conditions, a voice in educational policy decisions.

And the 100,000-member AFT, with a reputation for militancy, has been gaining ground because of this angry mood of teachers.

Several years ago, the NEA sensed what was happening and took steps to become more aggressive itself. Long active in rural areas, it organized a Special Urban Project to strengthen its city affiliates.

It called for "professional negotiations" with school boards and directed its affiliates to develop written agreements with their boards.

Blacklist Invoked

And it authorized the use, in extreme conditions, of "sanctions"—blacklisting a school district to withhold teaching contracts and keep others from taking jobs in the system.

When invoked, sanctions have the same effect as strikes—they keep teachers out of the classroom.

In the past year, in fact, the methods and philosophy of the NEA and the AFT have drawn so close that unconfirmed rumors of a merger between the two rivals have cropped up.

Still, it's hard to erase an impression, and the NEA, in many minds, remains the relatively docile, unimaginative giant of some years back.

Administrators Cast Votes

It continues to be hurt, among militant teachers, by the large representation of admintstrators on its board of directors. Of 76 directors only 29 are classroom teachers—although teachers comprise the overwhelming majority of NEA membership. The other directors are principals, superintendents, other administrators.

The large number of administrator-members of the PTA cost it votes in yesterday's election. Hundreds were ruled ineligible to cast ballots since the vote was restricted to teachers.

The PTA also was probably hurt by its longtime reputation as a noncombatant.

PTA on Upgrade

For many years, it was generally understood that a good way to advance through the ranks into administration here was to take leadership in the PTA. All the key administrators belonged to it; many had been very active in their younger days.

Under the recent leadershp of Mrs. Marion L. Steet, president, and Walter J. O'Brien, executive secretary, however, the PTA has become a much stronger organization.

Mrs. Steet and O'Brien, who was hired late in 1963 as PTA's first full-time executive secretary, ran a campaign that few teachers found fault with.

Their pressure on the Board of Education for an election, for pay raises and other improvements was just as unrelenting and militant as was that of the PFT.

Hammering on Record

And it may not have been a coincidence that within 24 hours after the PTA threatened to invoke sanctions, the school board finally agreed to the bargaining election.

(It is perhaps significant that School Superintendent C. Taylor Whittier is not a member of the PTA, although his predecessor, Allen H. Wetter, was.)

But the AFT, in its campaign, kept hammering on the record of the old PTA leadership. It scored points as well, perhaps, on the civil rights issue. The NEA has segregated affiliates in the South which it is only now seeking to integrate.

Both teacher groups here are fully integrated but the NEA's troubles may have affected the vote of Negro teachers here.

THE EVENING BULLETIN (PHILADELPHIA)
February 2, 1965

Labor Sees Teachers' Vote As Spur to Suburban Drive

By DOUGLAS BEDELL
Of The Bulletin Staff

A tightly organized campaign paid off in victory yesterday for the Philadelphia Federation of Teachers, AFL-CIO.

The win for the teachers' union boosted the hopes of AFL-CIO organizers here for further breakthrough into the white-collar field.

There was talk of turning next to teachers in the suburbs and nurses.

One of the men who planned PFT's campaign said he hopes to organize hospital workers next.

Organizing Momentum

Jubilant workers in the PFT campaign claimed that "nothing can stop" the momentum behind the organizing drive of the American Federation of Teachers, PFT's parent union.

"We agree with the NEA's analysis that Philadelphia was the turning point," said Harold Ash, an organized for the AFL-CIO's Industrial Union Department, who worked on the PFT campaign.

Elmer Chatak, IUD regional coordinator, said the PFT win "is surely going to create a lot of interest among teachers in the suburbs. We'll have to wait and see."

The Turning Point

As to the turning point in the PFT campaign itself, Ash said it was probably the order issued by Superintendent of Schools C. Taylor Whittier last December granting the union and its rivals, the Philadelphia Teachers Association, access to teachers in the schools on an equal basis.

Dr. Whittier's order granted representatives of both groups rights to enter schools without the permission of principals, hold lunch-hour meetings in the schools and stuff leaflets in teachers' mailboxes and post them on faculty bulletin boards.

PFT had been seeking a similar written order for two years, but had been turned down by Dr. Allen H. Wetter, former superintendent.

Ash said the order gave the union "real access" to teachers for the first time.

They'll Get Along

Ash said Dr. Whittier and Alfred Hebeisen, associate superintendent for personnel, administered the order with "a fairness and firmness which lead us to believe we'll get along with them most excellently."

Ash's partner in planning the PSF campaign, Ben Stahl, an organizer from the AFL-CIO's regional office here, said the union had its main strength among high school teachers and had only a scatteering of members in elementary schools when the PFT campaign began two years ago.

He said this was partly because teachers in larger schools, particularly high schools, are less influenced by principals than teachers in elementary schools.

Ash said the union's theme was that the PTA had "been inactive for 60 years while the school system was disintegrating."

No Mistake

The union also emphasized, he said, that the winner's majority status can be tested again in two years. "We intend to show them they made no mistake," Ash added.

AFL-CIO men are particularly elated to see teachers taking the lead in white-collar organizing because the greatest gains in white-collar employment for the past ten years have been in professional and technical workers.

Previously the growth was in clerical workers, who have not been enthusiastic about joining unions.

Organizers see clerks as feeling they have higher status than unionized production workers.

Changed Outlook

But with teachers joining unions, this outlook the organizers hope, will change.

Stahl and Ash, both 48, are veteran organizers among insurance, telephone, railroad, shipyard and brewery workers.

Stahl said last night he wants next to enlist workers in hospitals and nursing homes.

TEXT OF CHET HUNTLEY PERSPECTIVE BROADCAST ON NBC RADIO NETWORK FEB. 3, 1965

Day before yesterday, in Philadelphia, the city's school teachers voted whether they would depend upon the National Education Association as the agency to promote their interests, including wages and hours, or whether they would affiliate with the AFL-CIO again, and by a big margin, the AFL-CIO won. Philadelphia's teachers will employ the American Federation of Teachers, a labor union, to bargain with city government.

Philadelphia is by no means the first community where the teachers have chosen to affiliate with an out-and-out labor union. They have done so in New York City, Detroit, Cleveland, and Chicago. Scores of teacher groups throughout the country will participate in NLRB elections throughout the months ahead as the AFL-CIO Teachers Federations seek to expand membership and power.

The National Education Association, with headquarters in Washington, came into the field belatedly. It was not primarily intended to act as a bargaining agent for organized teachers. The NEA, rather, attempted to be all things to all parts of American education and has wound up with something more than its natural share of detractors and critics. One of the primary purposes of the NEA has been to make its presence in Washington known and felt in respect to any sort of legislation affecting education. While it has frequently spoken in behalf of all public education in the states of the Union, its authority to do so has frequently been somewhat nebulous. But nevertheless, the NEA has maintained a large staff in Washington and it has come to be known as a potent lobbying organization.

But this doesn't explain entirely why teachers, in city after city, are turning away from the NEA to go with an outright labor union. They are frequently disenchanted with the NEA, feeling that it has done little or nothing to correct or alter the public apathy about teachers' salaries, teachers' qualifications, or the general welfare of teachers.

There has long been a question about the propriety of teachers belonging to labor unions. That issue is now almost academic because the teachers are joining, and there would appear to be very little that anyone can do about it. However, it is quite likely that if the public had not been so apathetic about the grievances of school teachers, they would not now be joining the ranks of organized labor. Now the teachers are joining all sorts of other municipal employees in affiliating with labor groups.

THE PHILADELPHIA INQUIRER
February 5, 1965

JOHN M. CUMMINGS

Teacher Vote And Unions

NOW that the Philadelphia school teachers, by majority vote, are officially affiliated with the "horny-handed sons of toil" it will be interesting to watch the progress of this latest experiment in labor - management relations. Actually, the experiment is neither new nor novel. It has been tried in New York and a number of other cities across the Nation, including Detroit and Cleveland.

A group of the Philadelphia pedagogues, in an election last Monday, won the right to bargain for the entire teaching body. Known as the Federation of Teachers, an affiliate of AFL-CIO, it defeated the Philadelphia Teachers Association, a branch of the National Educational Association, the traditional teachers' organization, by a vote of 5403 to 4671. Membership-wise, the NEA group's roster is larger than that of the winning group.

While both groups campaigned hard and long, it must be manifest from the outcome that the superior organizing ability of the labor people was a big factor for the winning side.

Labor, of course, is interested in the teachers strictly from the standpoint of upgrading the educational standards of the city. For a number of years Joe McDonough, a former president of the Central Labor Union, has been a member of the Board of Education. Several years ago it was disclosed that McDonough managed to build the finest record of absenteeism in the history of the school system.

* * *

STILL a member of the board, but no longer president of the CLU, McDonough is chairman of the subcommittee on Sites and Buildings. In this capacity he has been quite attentive to his duties, a far cry from the days when he served in a dual capacity. His term has two more years to run.

Regardless of how the group now designated as the official bargaining agency for the entire system may state its case, the basic fact remains that it is a member of the AFL-CIO and may be expected to march with the hod carriers, the plumbers or any other union which may feel the need of sympathic support during a strike or a walkout or what have you.

Philadelphia dock workers struck several weeks ago because the brothers in New York, against the advice of their leaders, walked off the job. In Baltimore and other port cities along the Atlantic and the Gulf, there were similar shutdowns.

It would belabor the point to state that our teachers are likely to lay down their chalk and desert their blackboards in sympathy with their brothers and sisters in another city, but if the call should come from the labor chiefs what alternative is open to them?

* * *

"YOU'RE in the Army now," as sung by the soldiers in all our wars, applies with equal effect to those who get into one of the unions. It's all right to say teachers are different, they have a professional status and their job is education. They go through a period of training to teach the young idea how to shoot.

For the good of the city, let's all hope it turns out satisfactorily, that the Board of Education will continue to have the last word in the management of the system. But let us not wipe out the memory of Joe McDonough and his intense interest in the welfare of the system while president of the CLU.

Philadelphia is the birthplace of the National Education Association. It has a membership extending into every State of the Union. But in the larger cities, where the union leaders are deeply in politics, they have been moving in and organizing the teachers.

Generally speaking, labor unions frown on homework by their membership. A good part of a teacher's work is at home, correcting examination papers, preparing for next day's classes and so on. They may still be permitted to do it, at time and one-half for overtime.

THE (PHILADELPHIA) EVENING BULLETIN
February 3, 1965

The Teachers Speak

The representation election among Philadelphia's public school teachers is over and done with and that in itself is good. The tug of war for the teachers' sympathies can now subside, at least for a couple of years. The election, it must be added, was exemplary — clean, efficient and enormous in its 90 percent turnout.

The victorious Philadelphia Federation of Teachers, AFL-CIO, rates congratulations. A little like the Democrats' victories of 15 years ago in the face of adverse registration, the PFT triumphed from an underdog stance in membership size.

Why it triumphed seems to be an amalgam of many factors: militancy — and, more importantly, a reputation for militancy — records of accomplishment for teachers, AFL-CIO conquests by teachers in other big cities, and an overtone of racial questions.

The rival Philadelphia Teachers Association, an affiliate of the National Education Association, stressed professionalism. The election may have shown that Philadelphia teachers are more interested in "gut" issues than an abstract concept of professionalism. Abstract it appeared at times, too, for the PTA (like the PFT) frowned on the notion of merit pay, and favored its own version of striking.

The immediate result of the election will be to give teachers a bigger voice in shaping the school system. The hope of parents and taxpayers is that this will translate into higher-quality teaching and better education.

It is too soon to worry about the possibility of teachers' strikes. But since PFT leaders are not adverse to the tactic, it might be well to remind them of the self-reproducing effect of school strikes. In New York City all sorts of nonconnected "leaders" have called walkouts. This is aside from the patent fact that teachers' strikes are illegal in this state.

Because the PFT's labor affiliation became a campaign issue, the city will be watching, too, to discern any untoward influence on the teachers, either in policy formation or in lateral organizing.

Apart from these questions, though, very real gains are indicated for the city's teachers and they should now be in a better position to realize them. If that leads to a finer, more effective school system, the goal will be shared by all the city.

Feb. 5, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

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For Further Information:
Beatrice M. Gudridge

ALICE HORTON
ARCHIVES

FOR IMMEDIATE RELEASE

28,000 Educators Head for Atlantic City
For AASA Centennial Convention Feb. 13-17

WASHINGTON, D.C., Feb. 5--A tidal wave of 28,000 school superintendents and other educators will engulf Atlantic City's famed boardwalk Feb. 13-17 as the American Association of School Administrators (AASA) launches its second century with a bigger-than-ever annual convention.

From the opening general session on de facto segregation featuring such speakers as Roy Wilkins of the National Association for the Advancement of Colored People and New York City Superintendent of Schools Calvin E. Gross to the final session honoring actress Helen Hayes, the centennial convention current will be swift.

From government will come such speakers as U. S. Secretary of the Interior Stewart Udall; U. S. Senator Eugene McCarthy (D-Minn.); Undersecretary of State George W. Ball; Assistant U. S. Secretary of Labor Esther Peterson; Walter W. Heller of the University of Minnesota, former Chairman of the President's Council of Economic Advisers; and Judge Luther Youngdahl, former Governor of Minnesota.

Journalism will be represented by Columnists Max Freedman and Roscoe Drummond and by the Pulitzer prizewinning retired editor of the Norfolk Virginian-Pilot, Lenoir Chambers; while the fields of art and culture will be typified by pianist Eugene List, singer Rise Stevens, Miss Hayes, and author Peg Bracken.

(More)

On each day of the five-day meeting themed to the subject "Man's Tomorrows," the convention-goer will choose from an array of roughly 50 simultaneous discussion groups ranging over the entire modern education spectrum from educating the culturally deprived and the role of religion in public schools to the new militancy of teachers and how to teach reading. All told, more than 150 discussion groups, seminars, clinics and meet-the-expert sessions will be held.

On major issues, several discussion groups have been scheduled. For example, throughout the week, there are 11 discussion groups keyed to problems of poverty and the culturally deprived, especially in the bigger cities; five on religion relating to the schools; six on improving reading instruction; 12 on the impact of the federal government on education; and 15 on the roles of the superintendent, school board and teachers vis-a-vis how teachers should organize, professional negotiations, welfare matters, strikes and sanctions.

And when he's not attending a meeting in the flesh, the superintendent can tune into an education discussion during any of the nine hours of closed-circuit TV programming offered daily by AASA over thousands of sets in the city. About 300 persons participate in these broadcasts.

Begun in 1961 as a "convention within a convention," the TV schedule this year has been block-programmed so that discussions on a specific topic may be heard at the same time each day. For example, each morning at 8:30 A.M. various aspects of "Problems of Suburbia" will be explored and the 11 P.M. broadcast each evening will feature views on "The Negro and the School," and so on.

Another "convention within the convention" is the mammoth educational and school building architectural exhibit occupying almost five acres of floor space on two levels of Convention Hall and featuring school products from textbooks to typewriters, floor finishes to full-sized classrooms.

(More)

The convention opens at 2:30 P.M. Saturday, February 13 with the general session on de facto segregation and closes Wednesday evening, February 17 with presentation of the American Education Award to Miss Hayes. The Golden Key Awards will be presented Saturday evening to a distinguished American citizen and the former teacher he chooses to share the honor with him.

Presiding over general sessions will be AASA President J. Win Payne, superintendent of schools, Ponca City, Okla. Executive Secretary of AASA is Forrest E. Conner of Washington, D. C.

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Feb. 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE TO P.M. PAPERS OF FEB. 1

Briefs From the "NEA Journal"

'NEA Journal' Explores
Pressures on Students

WASHINGTON, D.C., Feb. 1--"I was out there all alone, Daddy. I could have escaped."

The second-grade boy was not talking about a youthful jail. Or maybe he was. His words to his father described his feelings when his teacher sent him outdoors to dig up some earth in which to plant seeds for a classroom experiment.

The pressure on today's young people can be a horrible compendium of separate pushes given them by parents and teachers.

Some of the pressure comes from status-seeking parents, who push their children into studying subjects far beyond their intellectual ability; into studying so hard to make the "right" college that their physical and mental health suffers; into moving on such tight schedules from dancing classes to horseback riding lessons that they have no time to themselves, no time to sit and think...and play with their thoughts; into such advanced social situations that they emotionally outgrow their judgment.

Some of the pressures come from status-seeking teachers, who push their students too swiftly forward in order to build up their own image as teachers. Some students, unable to cope with the teacher's demands, may give up trying to learn, for what's the use of trying something that can at best produce only more demands.

(More)

These pressures on young people are explored in detail in the current issue of the "NEA Journal," official monthly publication of the National Education Association, to which 903,000 teachers, principals, college professors, school administrators, and educational specialists belong.

Objective tests often contribute to the pressure, a "Journal" article says, quoting a study by the Gesell Institute of Child Development that "if children enter school on the basis of birthdate or IQ score alone, more than half will be overplaced not only at the start of school but also in succeeding years."

The four-year investigation found that the majority of children with school problems were overplaced--sent into schoolrooms where the work was far beyond their ability. A Gesell staff member says: "Children should start on the basis of how old their behavior is. If a seven-year-old is acting as if he were six, he shouldn't be in second grade. He should be in the first grade with the other six-year-olds. It's a very simple idea but has never been fully applied."

The "Miss Frances" of TV's Ding Dong nursery school, Frances R. Horwich, thinks part of the pushing by parents isn't done to help the student, isn't a manifestation of love or concern for the child's future. "In many different areas of everyday adult living," she says, "there is a race among individuals to be first. And now many adults even feel that children must be pushed into growing up faster than ever."

And she pleads: "A child is not just a future adult. He is a real person, right now, whether he is six months, two years, or seven years old. Each day, week, month and year is valuable to him. In all of these periods of time, the child must have ample opportunity to live and grow."

(More)

Opinions differ on whether or not homework provides some of the needless pressure on young people. A free-lance writer from Phoenix, Ariz., Oren Arnold, calls homework an "abomination." He believes students deserve the same eight-hour day their parents enjoy, and that the home should be a place where there's time to develop fellowship within the family. This applies to teachers, too, he believes, who must do their own homework correcting the homework of their students.

Any homework at all, he declares, should be voluntary.

But Betty M. Shaw, a junior high school coordinator from Weirton, W. Va., thinks differently. "If assignments are constructive and reasonable," she says, "I believe that homework is valuable." But study tasks designed to be done at home, she declares, should not be "routine drudgery" but instead be geared to the individual student's own needs and interests and offer a challenge he cannot ignore. "Better organization of pupils' after-school hours can keep homework from taking more than its reasonable share of time."

Teen-agers come in for special attention in the "Journal" section on pressures.

Arthur Pearl, a psychologist at Howard University in Washington, D.C., feels that lack of a future is what really brings on the greatest pressure for children in the slums. "The truth of the matter is that our society provides little opportunity for a low-income youth to find a place in the world."

Lack of hope in the future can cause a boy to quit school, for "his real choice is often boiled down to becoming an unemployed high school graduate or an unemployed dropout," Pearl writes.

Sidney Berman, M.D., a Washington, D.C., psychiatrist, believes the main pressures on middle-class teen-agers "stem from the fact that the values of our social system are so nebulous...As our teen-agers look ahead to the future, there is nothing that specifically spells out for them the goals and objectives of our society." This bothers their parents, too, Dr. Berman points out. "What should come first when there are so many conflicting demands on one's time and interests?" he asks.

(More)

What can the school do?

A professor of education at Portland, Ore., State College, Dorris May Lee, believes schools should completely individualize instruction, doing away with the artificial barriers of classes and grades and allowing each student to move forward at his own best pace. She believes, too, that students should be given more voice in planning their own studies.

# # #

Ears Highroad
For Learning
Among Young

WASHINGTON, D.C., Feb. 1--Young children learn more through their ears than they do through their eyes, according to a report in this month's "NEA Journal," monthly magazine of the National Education Association.

A study of 56 second-grade children showed they were more easily able to learn word lists when they heard them presented by a tape recorder than when they saw them on plastic cards.

# # #

Professor Advises
Peace in Education

WASHINGTON, D.C., Feb. 1--School teachers and school administrators need not be natural enemies. In days past the administrator's word was law in the school. But today, teachers are beginning to challenge that.

H. W. Schooling, dean of the College of Education, University of Missouri, believes both can live and work together in harmony and, through joint efforts, improve schools and the education they offer.

In the current issue of the National Education Association's "Journal," he writes: "Only by bringing to bear our total professional effort in the interest of better educational opportunity for children will we be able to combat the common foe of education, inadequate financial support, apathy, and indifference."

# # #

Jan. 29, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Howard Carroll or Fred Stoffel

1/29/65

IMMEDIATE RELEASE

NEA Official Explains
Support on Federal Aid
To Non-public Pupils

WASHINGTON, D.C., Jan. 29--The National Education Association, in giving its "wholehearted support" to President Johnson's $1.5 billion federal aid to education bill, has endorsed sections of the proposal that will provide some assistance to children enrolled in non-public schools.

Robert E. McKay, chairman of the NEA Legislative Commission, told a House Education Subcommittee (Monday, Jan. 25) the proposed legislation for elementary and secondary education does not violate the principle of separation of church and state because federal aid would not go to non-public schools, but would help, under public school direction, pupils of all schools.

A variety of public school programs will be available to non-public school children who would be eligible to take special courses--science, languages and industrial arts, among others--in the public schools on a shared time basis under the administration proposal.

The $1.25 billion elementary and secondary school bill also proposes that library books, textbooks and instructional materials be made available to all school children with the selection and distribution of the materials vested in the public school authorities. (Higher education proposals are in a separate bill.)

In spelling out NEA policy on the church-state question, McKay, who is assistant executive secretary of the California Teachers Association, Burlingame, Calif., said: "Central to the association's policy on federal support is a position

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that expenditure of the federal funds be only for the purposes for which the states and localities, under their constitutions and statutes, may expend their own public education funds.

"NEA policy likewise insists that legislation providing general or specific aids be consistent with a constitutional provision respecting an establishment of religion and with the tradition of separation of church and state," he added.

"The President's proposals do not, in my opinion, violate these principles," McKay declared.

"Inherent in NEA's position is the assumption that only materials approved for use in the public schools will be made available to children in communities benefiting from these federal funds and that guarantees that none of the funds be used to support any sort of religious observance, indoctrination or sectarian education will be retained," he added.

McKay stated further: "The provisions of Titles 2 and 3, which place their operations under public control, provide sufficient safeguards and restraint, in my opinion, to protect this fundamental principle."

(Title 2 provides school library resources and instructional material for "use of all school children." Title 3 proposes the establishment of regional educational centers offering a "diverse range of educational experience for children of both public and non-public schools and adults.")

McKay, who was one of 13 witnesses who testified for the NEA in favor of the Administration's proposal, said the program provides for placing the money where it is needed most--at the elementary and secondary levels--with special emphasis in areas of low economic ability and deprived cultural opportunity.

Slum schools can be found in every part of the nation, in poor and rich districts alike, he told the subcommittee. He said the "slums of ignorance exist everywhere.

(More)

"The ill-financed school is almost certain to produce a low quality educational product, despite the dedication and effort of the teachers," he said. "Conversely, the best opportunities for intellectual and cultural attainment almost universally are found in schools which can afford top quality facilities, superior instructional materials and well-paid competent teachers."

The NEA legislative chairman said the proposal provides enough money to substantially improve the quality of education nationwide. He made these major points in outlining the bill:

- It distributes the money on the basis of need.
- It leaves control at the state and local levels.
- It's realistic, and gives a practical basis for resolving some of the thorny controversies which have surrounded earlier efforts to provide federal support of education.

"In short," McKay added, "it makes a lot of sense." McKay said the NEA reaffirms its enthusiastic support of the five points in the federal aid to education program. They are:

(1) Bolstering school programs in families with incomes of $2,000 a year or less.

(2) Providing school library resources and instructional material to all children.

(3) Creating supplemental educational centers and services.

(4) Expanding research activity.

(5) Strengthening state departments of education.

The bulk of the funds, or $1 billion, will go toward improving the education of children in low income families.

(More)

McKay reiterated NEA's policy on the distribution of federal aid funds to schools--a policy which insists that federal funds be allocated to the states and school districts without federal control.

"General federal support funds, the NEA policy suggests, should be comingled with state public education funds and their distribution within states should permit the same administrative discretion as for state public education funds," said McKay. He pointed out that the approach embodied in the low family income provision of the bill "is compatible with the policies of the NEA.

"In fact, the NEA last Dec. 16 proposed a program to increase federal support by $1.5 billion a year, the exact amount of the administration's proposal," he said. "Central to that recommendation was a plan to expand the so-called 'impact' program."

The NEA suggested, as does the President, to channel federal funds to school districts impacted by the presence of large numbers of children from low income families, McKay explained. Last year, the NEA gave testimony in favor of proposed legislation to accomplish this.

"We are gratified that the major part of H.R. 2362, $1 billion of it, and its companion measure in the Senate, S. 370, are based on this concept," said McKay.

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1/29/65

Jan. 29, 1965

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For Further Information:
Fred Stoffel or Tom Hawkins

1/29/65

IMMEDIATE RELEASE

Teacher Cuts
How-to-Study
LP Records

WASHINGTON, D.C., Jan. 29--The first step in learning, educators say, is developing the ability to listen properly, because three-fourths of all knowledge comes through what we hear.

This and many other observations on how to obtain knowledge are offered in an unusual set of long playing records for teachers and parents who want to help young people succeed in school.

The special LP school edition, written by a former teacher, is produced by G. G. Voith, Atlanta, Ga., in cooperation with the National School Public Relations Association, a department of the National Education Association.

The 10 messages on the two 33-1/3 r.p.m. records are aimed at developing student growth and achievement. The album is called "How to Study and Why!"

In addition to emphasizing how to listen, the records give tips on other important 'how' items. Among them: how to take notes, do homework, speak better, write clearly, read more, get better marks on exams, handle grownups, and become more self-confident.

The records are designed for teachers and parents to play for students 8 to 18 years old. But this doesn't mean that many adults can't gain something, too, by listening to the records.

(More)

Unlike other popular records, however, the special school edition should be played just one section at a time. The reason for this is that 10 to 12 minutes is about the limit for holding attention. Giving the child too much at one time may destroy interest and anticipation.

Author of the series is Bernice McCullar, director of information at the Georgia State Department of Education, and formerly associate professor of English at Woman's College, University of Georgia. She is the author of several textbooks, writes for newspapers and magazines, and moderates radio and television programs.

Mrs. McCullar formerly practiced law with her husband, the late Judge C. B. McCullar. She has two children and three grandchildren.

Her records have drawn the praise of many leaders in education.

"Listening to these records on 'How to Study and Why!' could make the difference between success and failure to a student," says Dr. Claude Purcell, state superintendent of schools in Georgia.

"The stimulating, interesting, and practical information recorded in 'How to Study and Why!' can be invaluable in developing better study skills and motivating good study habits," comments Martin Essex, superintendent of schools in Akron, Ohio.

The album is now available at the National School Public Relations Association, 1201 16th St. N.W., Washington, D. C. 20036. The price is $4.85.

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1/29/65

Jan. 28, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

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For Further Information:
Fred Stoffel or Rita Dershowitz

1/28/65

FOR IMMEDIATE RELEASE

Californian Wins
Audiovisual Post

WASHINGTON, D. C.--Kenneth Norberg, since 1952 coordinator of audiovisual services and professor of education at Sacramento (Calif.) State College, has been named president-elect of the Department of Audiovisual Instruction (DAVI) of the National Education Association.

The election will automatically place Norberg in the presidency of DAVI for 1966-67.

Norberg was on leave from Sacramento State for one year to head the Educational Media Branch of the U.S. Office of Education for one of the original National Defense Education Act programs. He has also been visiting associate professor of education and Director of the Center for the Study of Audiovisual Education (1949-52) at the University of Chicago, and director of educational research for Encyclopaedia Brittanica Films.

A contributor to "AV Communication Review," "Teachers College Record," "School Review" and several other journals, he has directed many activities within the NEA audiovisual department and is currently conducting an analytical survey and study of the literature on the use of analogical signs and symbols in communication, under an NDEA contract with the U.S. Office of Education.

His new book "Administering Educational Media," will be published this spring.

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Jan. 28, 1965

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For Further Information:
Fred Stoffel or Rita Dershowitz

IMMEDIATE RELEASE

Leader of Idaho Teachers
Takes Top NASSTA Post

WASHINGTON, D.C., Jan. 28--Elmer Crowley, executive secretary of the Idaho Education Association has been chosen to head the central office of the National Association of Secretaries of State Teachers Associations (NASSTA), the National Education Association (NEA) announced today. NASSTA is in the State Relations section of NEA.

Crowley, who has served a total of 18 years in the schools of Idaho as a teacher and administrator, will become executive assistant of NASSTA on June 1. He will join the staff of the central office on April 1 to work with the current executive assistant, James Nicholson. Nicholson is scheduled to retire in June for reasons of health.

The Idaho educator taught at the Madison High School in Rexburg and at Idaho Falls High School in Idaho Falls. He served as principal of both the Idaho Falls High School and the O. E. Bell Junior High School, also in Idaho Falls.

Crowley received a B.A. degree from Brigham Young University, Provo, Utah, and an M.A. from the University of Denver, Denver, Colo. While teaching, he also took extensive graduate study in education.

Listed in "Who's Who in American Education," and in "Who's Who in the West," Crowley has been active in the state education association, served as a member of Gov. Len Jordan's Education Advisory Committee in 1952 and participated in Gov. Robert E. Smylie's Education Conference in 1955.

The current NASSTA executive assistant is a native Montanan. Before coming to the NEA, Nicholson served as Field Services Director for the Montana Education Association for three years.

# # #

Jan. 28, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Fred Stoffel or Rita Dershowitz

1/28/65

FOR IMMEDIATE RELEASE

Audiovisual Group
Elects Chicago Man

WASHINGTON, D. C.--Philip Lewis, since 1957 director of the bureau of instructional materials of the Chicago public schools, was elected this month as vice-president of the Department of Audiovisual Instruction of the National Education Association.

Lewis, a long-time teacher and broadcaster in the Chicago area, pioneered in educational television beginning in 1946. During World War II he was an education officer in the Naval Air Technical Training Command, organizing and conducting schools in the fundamentals of electronics and aviation. He served as acting assistant principal and teacher in Chicago's South Shore High School from 1939-51; was chairman of the department of education and instructor in audiovisual education and television at the Chicago Teachers College from 1951-55; and served as principal of the Herman Felsenthal Elementary School from 1955-57.

Lewis is currently a consultant and lecturer in new educational technology for local, regional and national groups. He is the TV and technical editor of "Educational Screen," and authored "Educational Television Guidebook" for Electronics Industries Association. He is also a member of the Advisory Committee of the World's Fair Hall of Education.

# # #

Jan. 28, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

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For Further Information:
Fred Stoffel or Rita Dershowitz

1/28/65

FOR IMMEDIATE RELEASE

Wisconsin Educator
New President-Elect
Of Research Group

WASHINGTON, D. C.--Julian C. Stanley, director of the Laboratory of Experimental Design and chairman of the department of educational psychology at the University of Wisconsin, has been chosen president-elect of the American Educational Research Association (AERA).

The election earlier this month will automatically place Stanley in the presidency of AERA for 1966-67.

Stanley has also taught at the George Peabody College for Teachers, Harvard University and in the public schools of Atlanta, Ga. He was a Fulbright Research Scholar at the University of Louvain (Belgium) in 1958.

Stanley has a long list of professional activities to his credit. Last year he was president-elect of the division of educational psychology of the American Psychological Association and is currently the director of the Psychometric Society. He has served as president of the National Council on Measurement in Education, as secretary-treasurer of the Division of Educational Psychology of the American Psychological Association, as a member of the Research Advisory Council of the U. S. Office of Education, and is a Fellow of the American Association for the Advancement of Science.

"Measurement in Today's Schools" is one of Prof. Stanley's major publications.

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Jan. 27, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Howard Carroll or Fred Stoffel

1/27/65

IMMEDIATE RELEASE

Rich Areas Have Slum
Schools, Too, Says NEA
Witness on Federal Aid

WASHINGTON, D.C.--Slum schools can be found in every part of the nation, in poor and rich school districts alike, a spokesman for the National Education Association told a Congressional subcommittee here (Monday, Jan. 25). Robert E. McKay, chairman of the NEA Legislative Commission, told the general house subcommittee on education that "slums of ignorance exist everywhere."

McKay, who is assistant executive secretary of the California Teachers Association, Burlingame, Calif., was one of 13 education leaders who testified as NEA witnesses on President Johnson's $1.255 billion federal aid to elementary and secondary education.

Federal aid to higher education, incorporated in separate legislation, will bring the entire package to $1.5 billion.

Slum schools, McKay added, can be done away with only by marshaling the total resources of the nation "through the broad, efficient--and I might add--amazingly economical tax collecting facilities of the federal government." In giving "wholehearted support" to the administration education proposal, McKay pointed out that the legislation "being considered by this committee" is aimed at eliminating educational deficiencies in many of the nation's school districts.

The proposed federal aid to education program provides for placing the money where it is most needed--at the elementary and secondary levels--with special emphasis in areas of low economic ability and deprived cultural opportunity, said McKay.

(More)

"The ill-financed school is almost certain to produce a low quality educational product, despite the dedication and effort of the teachers," he said. "Conversely, the best opportunities for intellectual and cultural attainment almost universally are found in schools which can afford top quality facilities, superior instructional materials and well-paid, competent teachers."

The NEA legislative chairman said the proposal provides enough money to substantially improve the quality of education nationwide. He made these major points in outlining the bill:

- It distributes the money on the basis of need.
- It leaves control at the state and local levels.
- It's realistic, and gives a practical basis for resolving some of the thorny controversies which have surrounded earlier efforts to provide federal support of education.

"In short," McKay added, "it makes a lot of sense." McKay said the NEA reaffirms its enthusiastic support of the five-point federal aid to education program. They are:

(1) Bolstering school programs for children of families with incomes of $2,000 a year or less.

(2) Providing school library resources and instructional material for all children.

(3) Creating supplemental educational centers and services.

(4) Expanding research activity.

(5) Strengthening state departments of education.

The bulk of the funds, or $1 billion, will go toward improving the education of children in low income families.

(More)

McKay, in his opening statement, spelled out NEA's policy in connection with the sensitive church-state issue. (A variety of public school programs will be available to parochial school children who would be eligible to take special courses including science, languages and industrial arts, in the public schools on a shared-time basis under the administration proposal.)

"Central to the association's policy on federal support is the position that expenditure of the federal funds be only for the purposes for which the states and localities, under their constitutions and statutes, may expend their own public education funds," McKay said.

"NEA policy likewise insists that legislation providing general or specific aids be consistent with a constitutional provision respecting an establishment of religion and with the tradition of separation of church and state," he added. "The President's proposals do not, in my opinion, violate these principles," McKay declared.

"Inherent in the NEA's position is the assumption that only materials approved for use in the public schools will be made available to children in communities benefiting from these federal funds and that guarantees that none of the funds be used to support any sort of religious observance, indoctrination or sectarian education will be retained," he added. McKay stated further: "The provisions of Titles 2 and 3, which place their operations under public control provide sufficient safeguards and restraint, in my opinion, to protect this fundamental principle."

(Title 2 provides school library resources and instructional materials for the "use of all school children." Title 3 proposes the establishment of regional educational centers offering a "diverse range of educational experience.")

He said the President's message on education was "one of the strongest commitments to meeting the urgent needs of education ever to come from the White House."

(More)

McKay reiterated NEA's policy on the distribution of federal aid funds to schools--a policy which is "an unalterable insistence that the federal funds be allocated to the states and school districts without federal control.

"General federal support funds, the NEA policy suggests, should be co-mingled with state public education funds and their distribution within states should permit the same administrative discretion as for state public education funds," said McKay. McKay pointed out that the approach embodied in the low family income provision of the bill "is compatible with the policies of the NEA.

"In fact, the NEA last Dec. 16 proposed a program to increase federal support by $1.5 billion a year, the exact amount of the administration's proposal," he said. "Central to that recommendation was a plan to expand the so-called 'impact' program."

The NEA suggested, as does the President, that federal funds be channeled to school districts impacted by the presence of large numbers of children from low income families, McKay explained. Last year, the NEA gave testimony in favor of proposed legislation to accomplish this.

"We are gratified that the major part of H.R. 2362, $1 billion of it, and its companion measure in the Senate, S. 370, are based on this concept," said McKay.

Other educators who testified before the Congressional subcommittee were: A. W. Beattie, superintendent of schools, Allegheny County, Pittsburgh, Pa.; Ralph Norris, superintendent of schools, Polk County Schools, Des Moines, Iowa; Joseph M. Brooks, executive secretary, Los Angeles Teachers Association, Los Angeles, Calif.; Mrs. Marion Steet, president, Philadelphia Teachers Association, Philadelphia, Pa.; Adron Doran, president, Morehead State College, Morehead, Ky.; Harrie M. Selznick, president, Council for Exceptional Children, Baltimore, Md.; Edwin Castagna, president, American Library Association, Baltimore, Md.; Robert S. Swanson, president, American Industrial Arts Association, Menomonie, Wis.; Donald P. Ely, president-elect, Department of Audiovisual Instruction, Syracuse, N.Y.; Catherine L. Allen, professor of recreation and physical

(More)

education, Boston-Bouve College of Northeastern University, Medford, Mass.; John B. Carroll, professor of education psychology, Graduate School of Education, Harvard University, Cambridge, Mass.; and Benjamin S. Bloom, professor of education, University of Chicago, Chicago, Ill.

Serving on the Congressional subcommittee are the following representatives: Carl Perkins, (D-Ky.) Chairman; John Bradamas, (D-Ind.), Charles E. Goodell, (R-N.Y.), Ralph Scott, (D-N.C.), Hugh L. Carey, (D-N.Y.), Alphonzo Bell, (R-Calif.), Frank Thompson, Jr., (D-N.J.), John M. Ashbrook, (R-Ohio), and William Ford, (D-Mich.).

# # #

1/27/65

Jan. 22, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Rita Dershowitz

1/22/65

FOR IMMEDIATE RELEASE

NEA Holds Two-Day
Workshop on Merger
Of White, Negro Groups

Special to Urban Association Editors

The National Education Association, with 903,000 members--of all races--among the teaching profession, is taking steps toward helping its Southern affiliated associations desegregate.

A special two-day session this month at NEA headquarters in Washington brought together representatives of local associations in 15 communities, two of which still had separate Negro and white groups, to map out possible routes for the merger of white and Negro teacher associations in the South. Each of the groups represented at the meeting either was the result of a recent merger or was in a position favorable for merger in the near future.

The major force against desegregation of the teaching profession, these teachers agreed, was fear: an irrational fear resulting from institutionalized segregation; and a more realistic fear connected with possible loss of status and vested interests in a merger of two organizations.

The fear haunts both Negro and white. "It means nothing less than the question of identity," a Negro woman said. "The key word here is survival," a white man said. They both cited the factors that guide Southern response: the white parents who foresee the eventual integration of faculties and react with "I don't want a Negro teaching my child;" the white and Negro teachers' fear of losing out if jobs are opened on a competitive basis; the officials who fear loss of status within the organizational hierarchy and members who fear loss of identity in a new, integrated situation.

(More)

Whenever merger is discussed, an impressive array of mechanical obstacles can be brought to the fore: separate constitutions; existing officers; corporate finances and property; unequal dues; and separate credit unions. But, added a veteran of a recent merger, none of these were problems once the decision to merge was made. "The fundamental barrier is a racial one," he said, "and once the decision is made to break this down all the technical difficulties are easily negotiated."

One white teacher suggested that mergers could not take place unless they came "from local interest and involvement, for we cannot accomplish anything if people don't see the need." His statement called forth from another white man a disgusted "then we wait another 100 years!"

Many delegates at the meeting urged NEA to continue its present course in helping mediate merger problems, neither sending in staff members to attempt to force merger nor waiting passively for an invitation to send aid.

Rather than direct intervention, the NEA has sponsored activities which provide a framework for inter-racial contact and discussion. Conferences on human relations and the problems of inservice education for the Negro teachers of the South have been held, and probably will continue to be held. A new civil rights project, announced on January 18, will include a Southern program to identify the problems of a recently desegregated school system and the efforts to merge Negro and white professional organizations.

The NEA convention last summer in Seattle passed a resolution requiring that by July 1, 1965, "all local, district, and state associations affiliated with the National Education Association...take immediate steps to remove all restrictive membership requirements dealing with race, creed, or ethnic groups...(and) take immediate action to develop plans to effect the complete integration of all local and state affiliates whose memberships are now limited to educators of specifically designated racial, religious or ethnic groups."

(More)

The convention also gave the NEA Executive Committee "discretionary powers to take necessary actions" against affiliates who fail to comply.

At present, 11 states still have separate teachers associations for Negro and white teachers. The Negro associations are members of the American Teachers Association. Since 1963, NEA and ATA have worked on the merger of the two national organizations.

# # #

1/22/65

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Rita Dershowitz

FOR RELEASE TO P.M.
PAPERS, JAN. 19, 1965

NEA Initiates Two-Pronged
Civil Rights School Project

WASHINGTON, D.C., Jan. 19--The National Education Association has initiated a new civil rights project to help educators, in both North and South, accommodate their school systems to conditions created by the civil rights movement.

The project on Civil Rights and Continuing Education has two targets: the suburban school systems of the New York metropolitan area which are either all-white or suffer from de-facto segregation; southern teachers faced with a recently-desegregated school system and the new civil rights laws.

The suburban project, a two-month workshop to explore ways of teaching democratic values in all-white schools and heading off explosive racial crises, will take place at a Long Island campus this summer. Workshop participants will be teams of teachers and administrators drawn from about 30 school districts in the metropolitan area.

W. Burghardt Turner, formerly a social studies teacher at Patchogue High School, Long Island, New York, and recently-appointed head of the NEA civil rights project, called for an "integrated school experience" for suburban schools. "This involves the problem of creating within all-white schools an atmosphere conducive to the acceptance of differences, to democratic ideals," Turner declared. "And this must often be done among students who generally have no contact at all with Negroes."

(more)

NEA Initiates Two-Pronged
Civil Rights School Project

In addition, the summer workshop will attempt to outline methods of preparing a community for a possible racial crisis and for eventual integration. Within the schools these methods might include revision of course content and textbooks, exposure to the achievements of minority groups, and contact with students of other ethnic and economic backgrounds.

The problems faced by Southern educators include: the effects of initial integration of student bodies and faculties; the disparity between the educational standards of Negro and white teachers colleges; and the still-segregated professional teachers organizations in 11 states of the South.

The Southern side of the NEA project will be directed mainly toward Negro teachers: counseling centers at Negro colleges; workshops, similar to the one planned for New York, in areas where there are concentrations of Negro and white colleges; integrated workshops on human relations, considering the causes and effects of discrimination; and a critical analysis of textbooks and teacher training courses.

Turner will coordinate the two aspects of the program, and will also seek foundation support. The NEA has granted $16,300 for initial administrative costs.

A graduate of Kentucky State College and Columbia University, Turner has taught social studies in the public schools of Negro areas in New York City and in the city's suburbs. He organized and served as first president of the Patchogue branch of the NAACP, and was chairman of the NAACP New York State Conference Program Committee.

# # #

1/18/65

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C. 20036
ADAMS 4-4848

January 18, 1965

Memorandum
TO: Editorial Writers, Education Editors

SUBJECT: Education Legislation

Although President Johnson himself dubbed the 88th Congress "the education Congress," he may have to find a new phrase to depict the 89th Congress if it carries out all the things he's proposed in education.

That's the reason for this press kit--to provide you with some items to which you may wish to refer from time to time.

Enclosed are five items:

1. A copy of the fact sheets covering elementary and secondary school portions of the proposed legislation.

2. A state-by-state estimate of cost.

3. An NEA release, issued the same day President Johnson's education message went up to the hill, detailing the NEA's approval of the measure.

4. A review of NEA legislative highlights for the last 107 years.

5. A copy of Press/TV/Radio Reports.

I hope these will prove useful. And, of course, the NEA press office stands ready to help you on any additional information you need now or later.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Jan. 18, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W. - Washington, D.C. 20036 - 202 - ADams 4-4848

For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE AT 12 NOON
Monday, Jan. 18, 1965

Educators Release Report
On Idaho's School System

WASHINGTON, D.C., Jan. 18--A special committee of national and state educators today urged the people of Idaho to unite in a big drive to rebuild their schools with adequate quarters, more trained teachers, and up-to-date classroom courses.

This appeal to the people was made by a special committee in a report on its study of the Idaho education system.

The Idaho Education Association and the National Education Association's National Commission on Professional Rights and Responsibilities (PR&R) jointly sponsored the study by a committee largely composed of Western educators.

Idaho, the report states, has had the least increase of any state in the percentage of per pupil expenditure over the past 10 years. It ranks 39th in teachers' salaries. It is lacking in building facilities, particularly in science; library materials; and numerous special education programs.

The committee made these recommendations to the governor and legislature:

- Provide more state funds for education to make possible improvements that are urgently needed at all levels of the schools, including more money for per pupil expenditures.

- Make it possible for school trustees to use new funds to find and keep talented teachers at adequate salaries. Include in this teacher group librarians, guidance counselors, speech therapists, psychologists, and related personnel.

- Expand state department of education research on the continuing needs of the schools, with both educators and the public involved.

(More)

To the State Board of Education and School Trustees:

• The board should make clear to the public that new kinds of education are required in today's world, consider introduction of pre-school public education, part-time programs for dropouts and adults, and increase use of school facilities through expansion of the school year.

• School trustees should keep the legislature informed of the needs of local school districts and seek funds for extending the teachers' contractual year to permit participation in workshops and other programs up to the state level. They should also cooperate in planning realistic salaries for school personnel.

To the teachers:

• Teachers should support tax programs for greatly improved educational opportunities for children, even if this means personal sacrifices. They should reduce or eliminate part-time employment which interferes with teaching performance in direct proportion to improvements in teacher salary schedules. They should refuse to engage in individual bargaining for salaries and insist on strict adherence to a reasonable salary schedule for all.

But the people are the real key to solving Idaho's school problems, the report emphasizes.

"The question of school support in Idaho is not primarily one of economic ability; it is a question of the values which the citizens place on education," PR&R chairman Nathan E. Kullman, Jr., writes in a foreword. "The outcome is up to the citizens of Idaho."

# # #

1/18/65

Jan. 14, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

1/14/65

For Further Information:
Fred Stoffel

IMMEDIATE RELEASE

SPECIAL TO URBAN EDUCATION EDITORS

NEA-Backed Proposals
Could Bring $_____
To State of _____

WASHINGTON, D.C.--President Johnson's proposed $1.5 billion federal aid to education proposals, which have received full backing by the National Education Association, could bring $_____, to the state of _____.

According to figures supplied by the United States Office of Education for the elementary and secondary-school portions of the program, $_____ of the total would go for the education of children of low-income families in the state, $_____ would go for supplementary educational centers and services, $_____ would be used to improve school library resources and instructional materials, and $_____ would go towards strengthening the state department of education.

The major title of the elementary-secondary bill, estimated to affect 90 percent of the nation's school children, provides $1 billion in a three-year program to aid children locked into poverty. There are an estimated 5,000,000 of these children, living in families with annual incomes of less than $2,000. The bill would help children whether they attend public, private or parochial schools.

This is not a problem only for the rural "Appalachia" areas. For, the Administration says, in the nation's 15 largest cities, 33 percent of the children are disadvantaged. And despite massive efforts by the cities, generally their per pupil expenditures are only about two-thirds that spent in their suburbs.

"This is a national problem," the President said. "Federal action is needed to assist the States and localities in bringing the full benefits of education to children of low-income families."

(More)

Areas with a high concentration of children living in poverty would be eligible for payments equal to one-half of the average per pupil expenditure in the state, multiplied by the number of 5-17 year old children in that area from families with incomes under $2,000.

Examples of what this could mean in some areas: Montgomery, Ala.--$1.2 million; Cleburne, Ark.--$178,000; Los Angeles, Calif.--$21.3 million; Miami, Fla.--$4.4 million; Chicago, Ill.--$13.7 million; Baltimore, Md.--$5.1 million; Tunica, Miss.--$357,000; Sierra, N.M.--$137,000; Buffalo, N.Y.--$4.4 million; Portland, Ore.--$1.7 million; Hancock, Tenn.--$168,000; Comanche, Texas--$230,000.

Other spending under the bill includes:

- $100 million in a five-year program to provide needed books and other instructional materials to all school children, public and private.

- $100 million in a five-year program to improve educational services through the establishment of supplementary educational centers and services, available to all children, both in private and public schools.

- $8.5 million to be used in strengthening state departments of education in a five-year program to help in such things as long-range planning, educational research, and improvement of personnel.

In his message, President Johnson also made some proposals that would aid higher education. These are to be presented as legislation a little later. The legislation will include, however, programs to: provide college scholarships for needy students; expand the work-study program and pay part of the interest on loans to college students; aid smaller colleges with programs of faculty exchanges, inservice education for instructors, and joint programs in facilities and faculty with larger institutions; help college libraries; expand the work of university extensions; and help in training school, college, and community librarians, and in training the teachers of handicapped children.

(More)

NEA-Backed Proposals

The National Education Association gave its "immediate and enthusiastic approval" of the items contained in the President's message.

Robert E. McKay, chairman of the NEA's Legislative Commission and assistant executive secretary of the California Teachers Association, Burlingame, said the NEA will mount a national drive to help achieve the objectives outlined in the message.

He said that the proposed legislation "is compatible with principles of the National Education Association," for although the legislation would aid children in every kind of school, financial aid under the program would go only to public agencies for purposes legal in each individual state.

Private and parochial school pupils would be aided under the program, he said, but not the schools themselves. Money from the government would go to the states, he said.

"This isn't aid to religion," he said. "It's aid to children in poverty. Parochial school children have the right to go full-time to public school. They then have the right to go part-time and to obtain public school services."

The poverty portion of the program would require the public schools to draw up plans to aid the children in poverty within their boundaries, without regard to which school they attended. Regulations would prevent the states, after receiving the aid, from reducing their own financial effort for education.

This portion of the program could include special arrangements to bring up the educational needs of these children. Such arrangements might include some form of shared time, educational radio and television, mobile educational service, remedial education, preschool or after school programs, more teachers, equipment, or facilities.

In his educational message, the President made these points:

- One out of every four Americans is going to school.
- High school attendance has increased 18-fold. College enrollments have gone up 800 percent.

(More)

NEA-Backed Proposals

• Unemployment among young people without a high school education is four times the national average.

• A million students every year will quit before graduating from high school.

"Poverty has many roots," the President said, "but the tap root is ignorance."

# # #

1/14/65

Jan. 12, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Howard Carroll or Fred Stoffel

IMMEDIATE RELEASE

NEA Strongly Backs
President Johnson's
Education Proposals

WASHINGTON, D.C., Jan. 12--Immediate and enthusiastic approval of President Johnson's proposal to increase federal support of public education by more than $1 billion a year was voiced today by the National Education Association.

A spokesman for the 903,000-member organization of school teachers and administrators, largest professional organization in the nation, said that the President's message to Congress was "one of the strongest commitments to meeting the urgent needs of the public schools ever to come from the White House."

Robert E. McKay, chairman of the NEA's Legislative Commission, added that the Administration's proposal undoubtedly would have the support of all groups dedicated to excellence in education. The NEA Legislative Commission has been in session here the last two days.

McKay, who is also assistant executive secretary of the California Teachers Association, said that President Johnson, in his message, had forthrightly faced up to the need for assumption by the Federal government of its rightful role in the support of the public schools.

"The President has given the broad outlines of a legislative proposal designed to help meet the educational requirements of our society," said McKay. "In its approach and emphasis, the program has the wholehearted support of the National Education Association," he added.

(more)

"Major financial support will be given by the President's plan where it is most needed at the elementary and secondary levels, with special emphasis in areas of low economic ability and deprived cultural opportunity," the NEA Legislative chairman explained.

"The approach described in the President's message is compatible with policies of the National Education Association," McKay said.

The NEA last month proposed a program to increase federal support by $1.5 billion a year, the exact amount of the President's total proposal. It recommended a major expansion of the so-called "impact" program under which the federal government now aids school districts bearing an abnormal educational load caused by the presence of federal defense and military installations.

The Johnson message recommended that the concept of "national impact" be broadened to include the problems caused by the presence of large numbers of children from low income families--those with $2,000 or less per year.

A year ago the NEA proposed that the "impact" laws, Public Laws 815 and 874, be expanded "to provide channeling of federal funds to school districts impacted by national circumstances beyond local and state control, with the administration of such funds remaining with state and local education agencies."

In support of this approach, the NEA gave strong backing to the bills of 1964 for expansion of the "impact program" to provide additional federal funds to schools on the basis of need.

"The President's proposal, based primarily on this concept, is most gratifying to the NEA," McKay said.

The NEA said it will mount a national drive to achieve the objectives outlined in the President's message.

(More)

In addition to McKay, others serving on the NEA Legislative Commission are: Martin Essex, superintendent of schools, Akron, Ohio, vice-chairman; Reba I. Anderson, teacher, Hutchinson Junior College, Hutchinson, Kan.; Mrs. Ruth R. Chandler, teacher, Aberdeen High School, Aberdeen, Idaho; and Adron Doran, president, Morehead State College, Morehead, Ky.; L. H. Griffin, superintendent of schools, Hooks, Texas; Cecil J. Hannan, executive secretary, Washington Education Association, Seattle, Wash.; William H. Hebert, executive secretary, Massachusetts Teachers Association, Boston, Mass.; Kermit M. Stover, superintendent, Marple-Newtown Joint Schools, Newtown Square, Pa.; Hubert Wheeler, state commissioner of education, Jefferson City, Mo.; and Jim Cherry, superintendent, De Kalb County Schools, Decatur, Ga.

James L. McCaskill, Washington, D.C., is executive secretary to the commission.

# # #

1/12/65

Jan. 12, 1966

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

For further information, please contact: John Cox or Patricia Platt

FOR RELEASE AT NOON, JANUARY 12, 1965

NATIONAL EDUCATION ASSOCIATION REACTION TO PRESIDENT JOHNSON'S EDUCATION MESSAGE

ATTENTION: Broadcast News

WASHINGTON, D.C., Jan. 12--The nation's largest teachers' organization today voiced immediate and enthusiastic approval of President Johnson's new education proposals.

The National Education Association praised Mr. Johnson for making "one of the strongest commitments to meeting the urgent needs of the public schools ever to come from the White House."

In his education message to Congress today, the President requested a federal education budget of 4 point 1 billion dollars for fiscal 1966. The budget included 1 point 5 billion dollars in new expenditures, 1 billion dollars of it to help improve educational opportunity for children of low-income families.

Robert McKay, chairman of the NEA legislative commission, predicted that the proposals would have the support of all groups dedicated to excellence in education. The NEA represents more than 900,000 teachers and school administrators.

Last month, the association asked the federal government to increase support of public education by 1 point 5 billion dollars a year--the exact amount of the President's total new proposal.

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Jan. 11, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.- Washington, D.C. 20036 - 202 - ADams 4-4848

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field. The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

For Further Information:
Fred Stoffel or Rita Dershowitz

IMMEDIATE RELEASE

Superintendent Geissinger
Elected to Post in AASA

WAHSINGTON, D.C., Jan. 11--John B. Geissinger, superintendent of schools in Tenafly, N.J., since 1958, has been elected to the Executive Committee of the American Association of School Administrators for a four-year term beginning March 15, 1965.

A graduate of the University of Pennsylvania, he was president of the New Jersey School Superintendents Association in 1958, and president of the New Jersey School Development Council in 1957.

He has been an instructor in educational administration at Temple University, Lehigh University, Pennsylvania State University and Delaware University. For New Jersey, he served as superintendent of the Palmyra and the Somerville schools before coming to Tenafly.

AASA also elected its two top officials. Harold Spears, superintendent of schools in San Francisco, was chosen as president-elect, and William H. Curtis, superin- of the Manchester, Conn., school system, won the vice-presidency. The current president-elect, George Brain, superintendent of schools in Baltimore, Md., becomes the new president in March.

# # #

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IMMEDIATE RELEASE

AASA Chooses Spears
As President-Elect

WASHINGTON, D.C., Jan. 11--Harold Spears, superintendent of schools in San Francisco, has been chosen president-elect of the American Association of School Administrators (AASA) for the year beginning March 15, 1965. The current president-elect, George Brain, superintendent of schools in Baltimore, Md., becomes the new president at that date.

Both teacher and author, Spears was head of the elementary division of the San Francisco schools until 1955, when he became superintendent. He has written several books, including: Experiment in Building a Curriculum; High School Journalism; The Emerging High School Curriculum; Secondary Education In American Life; The High School for Today.

Holding a doctoral degree in education from Columbia University, he is a member of Phi Beta Kappa and Phi Delta Kappa. In 1945 he headed a United States education mission to Chile, and represented the U.S. at a UNESCO International Curriculum Committee in Paris from 1956 to 1960. He has taught and served as an administrator in the Evansville, Ind., schools, the Highland Park, Ill., schools, and was head of the department of education of Montclair, N.J., State College.

(More)

Dr. Spears won the AASA election over two other school officials: Floyd T. Christian, superintendent of the Pinellas County Schools in Florida, and E. C. Stimbert, superintendent of the Memphis City Schools in Tennessee.

At the same time, the AASA also elected William H. Curtis, superintendent of schools in Manchester, Conn., as vice-president, and John B. Geissinger, superintendent of the Tenafly, N.J., schools, for the Executive Committee.

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IMMEDIATE RELEASE

Superintendent Curtis
Elected VP of AASA

WASHINGTON, D.C., Jan. 11--William H. Curtis, superintendent of the Manchester, Conn., school system, has been elected vice-president of the American Association of School Administrators for the year beginning March 15, 1965.

A graduate of Tufts University and the University of Connecticut, he was a teacher and assistant principal in Stratford and superintendent of the Wallingford schools. He has been superintendent in Manchester since 1960.

He is also president of the New England Association of School Superintendents and a past president of the Connecticut Association of Public School Superintendents. Past chairman of the Connecticut Council for Economic Education, he is a member of the Connecticut Commission on the Higher Education Facilities Act of 1963.

Also elected during the recent contest were Harold Spears, superintendent of the San Francisco, Calif., schools as president-elect, and John B. Geissinger, superintendent of schools in Tenafly, N.J., as member of the Executive Committee.

The present president-elect, George B. Brain, superintendent of schools in Baltimore, Md., becomes president of AASA in March.

# # #

Jan 7 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

For Further Information:
Fred Stoffel or Tom Hawkins

FOR RELEASE TO P.M. PAPERS
Thursday, Jan. 7, 1965

Psychiatrist Gives Advice
On Disciplining Children

WASHINGTON, D.C.--Parents should allow unruly children to experience the consequences of their acts, Chicago psychiatrist Rudolf Dreikurs writes in "Your Child and Discipline."

The booklet, co-authored with nurse Vicki Soltz, is included in the National Education Association's January issue of the "NEA Journal." It is also being published by NEA for sale and is available for press use.

Dreikurs points up his ideas with four-year-old Anne, a "poor eater" who "blows bubbles in her milk," and "pushes food around on her plate." Mother decides to let "natural consequences" take over. She doesn't criticize, but removes unfinished food from the table.

At the next meal, uneaten food again is taken away. Later, Anne is hungry. Mother refuses milk and cookies, and lets her wait until evening dinner time. Children "respond to such consequences if they are not used as a threat or imposed in anger." Although "it may take a little time," Anne probably will begin to eat normally.

"Logical consequences," on the other hand, are those fitted to a special situation, and "always represent order and avoid possible chaos," the authors say.

Take for instance, three-year-old Susan who dashes into the street. Because of the danger, Mother can't let her child play outside alone, but she can ask Susan to stay in the yard. If she goes into the street, then Mother "quietly and firmly" brings her inside.

(More)

"We must use logical consequences cautiously if a power contest is involved," the writers warn. "Logical consequences easily become punishment and make matters worse. But natural consequences always work. One must simply be sure that what follows the act represents the pressure of reality--that which would just naturally happen."

Neither punishment nor rewards will work in disciplining the child, the authors maintain. The child may try to gain attention by being pleasant, "but if this approach doesn't work," he may have a tantrum, and will deliberately repeat his misbehavior with "a just try and stop me" attitude.

The wise choice for the parent is to withdraw from the scene to "avoid yielding to his demands." He will find then that "there is no point in being victor in an empty field."

"Rewarding children for good behavior can be almost as bad psychologically as punishing them," the authors contend. Paying the child for doing his part of the chores at home, for instance, plants in his mind the "what's in it for me" philosophy. But, according to the booklet, young people should receive an allowance as a share of family spending money, but without any connection with chores.

# # #

NOTE TO EDITORS: Copies of "Your Child and Discipline," for press use only, may be obtained from the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 20036. For other purposes copies of the booklet are available in packages of 35 for $1. Please use stock number 382-11708, and send orders to Publications Sales, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C. 20036.

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Jan 1, 1965

NEWS FROM THE NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth Street, N.W.-Washington, D.C. 20036-202-ADams 4-4848

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For Further Information:
Fred Stoffel or Rita Dershowitz

FOR RELEASE ON OR AFTER
January 1, 1965

Briefs From the "NEA Journal"

Advanced Placement Courses
Continue to be Controversial

WASHINGTON, D.C.--College-level courses given in high school are very much a part of the scene in our schools today, yet the concept of advanced placement is still a controversial one.

Writing in the January issue of the "NEA Journal," E. M. Gerritz, dean of admissions and records at Kansas State University, defends advanced placement as just "another way of providing for individual differences."

Advanced placement courses, which offer students an opportunity to complete some of their college work while still in high school, allows "bright students to take courses which challenge their intellectual abilities," Gerritz declares. "The reward of college credit and advanced standing is a strong incentive for the highly capable student to do more than is required of the average student. Advanced placement courses require the student to do independent study and encourage him to develop the kind of intellectual discipline needed in college work," he adds.

The advanced courses serve other functions as well: (1) completing college in less than four years, thus saving college costs; (2) enhancing the educational climate of the high school; (3) providing a good transition from high school work to higher education; and (4) encouraging graduate work.

C. Robert Haywood, Dean of Southwestern College, Winfield, Kansas, argues that although the basic objectives of the advanced placement program are highly

(More)

Advanced Placement Courses

desirable, the program, however, meets the needs of the bright student at the expense of more essential high school work.

"It seems to me that the wisest procedure for meeting the needs of the superior high school student would be to bolster and enrich the existing offerings rather than to rush him through a crowded advanced placement program," Haywood contends.

The program, according to Haywood, has four "rather disturbing tendencies: (1) to sacrifice a sound curriculum in order to bask in the prestige of offering courses for the elite; (2) to foist specialization on the student at too early an age; (3) to divert the better, more imaginative, and superior teachers into areas not essentially a part of the high school's responsibility; and (4) to sacrifice academic enrichment for the sake of acceleration."

Urging high schools to "leave college work to the colleges," Haywood concludes that the advanced placement program, "like all luxuries, . . . can be afforded only after the essentials have been met."

# # #

Foreign Language Study
Important in Lower Grades

WASHINGTON, D.C.--Foreign languages are becoming increasingly important in the classroom, particularly in the lower grades, as the old "devils" are cast out, Elton Hocking, professor of modern language education of Purdue University, claims.

The first of these "devils," the misconception that a foreign language is primarily written and not spoken, was eliminated during World War II, when language specialists were in great demand. Since then, the schools realized that a foreign language is learned by speaking, just as reading is learned from books, Hocking notes.

The other "devil," cast aside only recently, was the "demon of academic

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tradition" that put language teaching in the category of a classical discipline. This led to reserving such study for secondary schools only, and even then for the more mature high school students.

"Attitudes and practices of this sort are now changing with breathless speed. Not only have modern foreign language enrollments more than trebled in recent years, but - more important - the percentage of the school population involved has doubled," Hocking says.

Writing in the January issue of the "NEA Journal," official publication of the National Education Association, Hocking outlines the revolution in foreign language teaching. "Hearing and speaking are the primary activities in the classroom; reading and writing are postponed or subordinated; gone is the silent brooding over the printed page," he said.

"One thing is certain," Hocking declares. "The teaching of foreign language, as such, is rapidly becoming the province of the schools rather than of higher education." Even more startling is the filtering up of languages from the very lowest grades.

The justification for teaching foreign languages in the elementary schools is that "children learn language like a song, but grownups - even adolescents - simply can't. The child will eventually forget some of the words, but the melody stays with him," he said. "To speak like a native is to start when a child. Oral language aptitude is simply childhood; bit by bit it is lost like baby teeth as puberty approaches," Hocking added.

One of the problems of teaching foreign languages in the elementary school is the lack of trained specialists in the field. Hocking urges school systems to rely on the resources of TV and film programming, and to make use of the facilities offered by the NDEA Institutes, the Department of Foreign Languages of the NEA, the national societies of teachers of the various foreign languages, the Modern

(More)

Foreign Language Study

Language Association and the U. S. Office of Education.

"No longer an elite, foreign language students are becoming a cross section of their age group. Reflecting their parents' wishes, gifted and nongifted want to share democratically in this new experience as in the other common learnings of the school," Hocking asserts. "General education is no longer monolingual," he adds.

# # #

Instill Moral Values
In Students, Chaplain Urges

WASHINGTON, D.C.--Failure of the university to instill high moral values in its students results from the lack of commitment by the faculty, a Yale University chaplain has charged.

"The problem with those of us in the university is not that we are incompetent, only that we are somehow insignificant; not that our teaching is not impressive intellectually, only that somehow the philosophy behind it is lacking in consequence," declares William Sloane Coffin, Jr., in an article in the January issue of the "NEA Journal."

Expanding his attack on teachers to one on higher education in general, Coffin notes that although the academic world "judges everything - politics, religion, art, science - and judges brilliantly, our judgement leads away from decision rather than toward it.

"Higher education is failing to draw a distinction between an attractive job and an important one, and so has not impressed upon students the "moral dimensions of job choosing," he adds.

Colleges and universities display weaknesses also in the area of the extra-curricular for, Coffin declares, values "are caught as well as taught, and therefore must be deeply experienced so that they become a part of the whole person."

Students must be exposed to concrete experiences outside the classroom.

(More)

Instill Moral Values

"From all sides, Americans are urged not to self-sacrifice but to self-preservation. Don't give; take . . . We absorb these values in the deep emotional level, and it is naive of the academic community to think that in the classroom, on a purely intellectual level, these values can be confronted and overcome. They can't," Coffin emphasizes.

# # #